

# THORPE HALL

## SCHOOL

### SAFEGUARDING POLICY

#### KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED SAFEGUARDING LEAD: UPPER SCHOOL	Mrs Jane Banks 01702 582340 jbanks@thorpehall.southend.sch.uk
DESIGNATED SAFEGUARDING LEAD: LOWER SCHOOL (INCL EYFS)	Mrs Amanda Leslie 01702 582340 aleslie@thorpehall.southend.sch.uk
DESIGNATED SAFEGUARDING LEAD: EYFS	Mrs Cheryl Bertschi 01702 582340 cbertschi@thorpehall.southend.sch.uk
DEPUTY DESIGNATED SAFEGUARDING LEAD: UPPER AND LOWER SCHOOL (INCL EYFS)	Mr Richard Turner 01702 582340 rturner@thorpehall.southend.sch.uk
DESIGNATED SAFEGUARDING GOVERNOR:	Mrs Michelle Diaper 01702 582340
CHAIR OF GOVERNORS:	Mr Jonathan Gorridge 07799 061232 jon@mws-accountants.co.uk

#### KEY CONTACTS WITHIN THE LOCAL AUTHORITY

<b>MASH (Multi-Agency Safeguarding Hub)</b> <b>Children's Social Care, Southend Borough Council:</b> Where schools have concerns for the safety and welfare of a child or young person. <b>OUT OF OFFICE HOURS:</b> To make URGENT referrals	01702 215007 <a href="mailto:fct@southend.gov.uk">fct@southend.gov.uk</a> (unsecure) <a href="mailto:fct@southend.gcsx.gov.uk">fct@southend.gcsx.gov.uk</a> (secure)  0345 606 1212
<b>SAFEGUARDING &amp; CHILD PROTECTION CO-ORDINATOR &amp; LOCAL AUTHORITY DESIGNATED OFFICER (LADO):</b> Where there are concerns/allegations in respect of people working with children <b>SAFEGUARDING ADVISOR</b>	ALLISON FRANCIS 01702 534539 <a href="mailto:allisonfrancis@southend.gov.uk">allisonfrancis@southend.gov.uk</a>  SHARON LANGSTON 01702 534591 <a href="mailto:safeguardingforchildren@southend.gov.uk">safeguardingforchildren@southend.gov.uk</a> (unsecure) <a href="mailto:safeguardingforchildren@southend.gcsx.gov.uk">safeguardingforchildren@southend.gcsx.gov.uk</a> (secure)

## OTHER USEFUL CONTACTS

<b>PREVENT</b> referrals should be reported in line with other safeguarding procedures Non-emergency police number DfE non-emergency advice for radicalisation	Essex Police can be contacted to discuss PREVENT concerns at: <a href="mailto:PREVENT@essex.pnn.police.uk">PREVENT@essex.pnn.police.uk</a> 101 020 7340 7264 <a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a>
<b>NSPCC Whistleblowing Advice Line</b>	TEL: 0800 028 0285 EMAIL: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
<b>Disclosure and Barring Service</b>	ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: <a href="mailto:dbsdispatch@dbs.gsi.gov.uk">dbsdispatch@dbs.gsi.gov.uk</a>
<b>Teaching Regulation Agency</b>	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a>
<b>OFSTED Safeguarding Children</b>	TEL: 0300 123 4666 EMAIL: <a href="mailto:Whistleblowing@ofsted.gov.uk">Whistleblowing@ofsted.gov.uk</a>

This policy applies to staff, governors and volunteers at Thorpe Hall School but *anyone* can use this policy as a guide to making a referral.

APPROVED BY CHAIR OF GOVERNORS: November 2018

DATE OF SIGNATURE:

POLICY TO BE REVIEWED: October 2019

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# OVERVIEW

## Statement of Intent

The safety and well being of all our pupils at Thorpe Hall School is our highest priority. This policy is applicable to all pupils, including those in the Early Years Foundation Stage (EYFS). We recognise our duty to both children in need and to children at risk of harm. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care and support each other. The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.

## The Board of Governors

The Headteacher reports to the Board of Governors on an annual basis in the Pupil Welfare Report and the Governors consider any policy changes and review actions. The Headteacher reports to Board on any child protection matters on a meeting-by-meeting basis. Day-to-day safeguarding and child protection matters are delegated to the Headteacher who appoints the Designated Safeguarding Leads (DSLs) – one for Upper School, one for Lower School and one deputy. The Board of Governors, assisted by the Headteacher and the DSLs are responsible for:

- Ensuring there is an effective Safeguarding/child protection policy in place and that it is fully implemented;
- Reviewing the procedures for and the efficiency with which the child protection and safeguarding duties have been discharged;
- Ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay;
- Approving amendments to safeguarding arrangements in the light of changing Regulations or recommended best practice.

## Transparency

Thorpe Hall School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection are on our website, and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always ensure that any concerns are followed up thoroughly and appropriately. Open communications are essential. Any deficiencies or weaknesses highlighted in child protection arrangements are remedied without delay. We will always seek the advice of the Local Authority Designated Officer (LADO) in all instances of suspected child abuse or allegations of abuse against a member of staff. Our Safeguarding policies are reviewed annually and ratified by the Board of Governors.

## Developing our policy

Thorpe Hall School fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school.

We contribute to inter-agency working and have developed this policy in consultation with the Southend Borough Council MASH (Multi-agency Safeguarding Hub) and have taken account of guidance issued by the Department for Education. We comply with the Independent Schools Standards Regulations (Section 3).

Further details of the framework around which Thorpe Hall School's safeguarding arrangements have been made and have regard to can be found in the following documents:

- ["Keeping Children Safe in Education"](#), DfE, September 2018 which incorporates ["Disqualification under the Childcare Act 2006"](#), DfE, August 2018 and also refers to ["What to do if you're worried a child is being abused"](#), DfE, March 2015 ["Sexual violence and sexual harassment between children in schools and colleges"](#), DfE, (May 2018)
- ["Working Together to Safeguard Children"](#), DfE, July 2018 which refers to ["Information sharing"](#) DfE July 2018
- ["Prevent Duty Guidance: for England and Wales"](#) (July 2015) which is supplemented by ["The Prevent Duty: Departmental advice for schools and childminders"](#) (June 2015) and by ["The use of social media for on-line radicalisation"](#) (July 2015)

### **Arrangements for reviewing the school's safeguarding policies and procedures**

The Governors review all policies and procedures relating to safeguarding on an annual basis and the Chair of Governors performs the 'sign off' procedure described in Appendix 1.

In addition, the Headteacher reports to Governors at every Board meeting on Safeguarding and Child Protection matters and issues.

The Headteacher gives an annual report to Governors on Pupil Welfare in June each year and this report is also submitted to the LSCB.

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

### **Structure**

There are 4 main sections to our policy:

1. Procedures for identifying and reporting cases, or suspected cases of abuse;
2. Raising awareness of safeguarding issues;
3. Establishing a safe environment in which children can learn and develop as well as equipping children with the skills needed to keep themselves safe;
4. Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.

# **SECTION 1 - Procedures for identifying and reporting cases, or suspected cases of abuse**

## **LIAISON WITH OTHER BODIES**

We work within the Southend Local Safeguarding Children Board (LSCB) guidelines which confirm locally inter-agency procedures. We recognise our point of contact within Southend to be the Local Authority Designated Officer (LADO) for allegations against staff, and Children's Social Care for allegations involving children. We will report through the LADO within one working day the actions we take in respect of allegations of abuse by adults, and through Children's Services and their Social Care and Assessment team's Duty Social Worker (First Contact) where we have concerns that a child/young person may be at risk of harm. The assessment framework model we abide by can be found in the document "Keeping Children Safe in Education".

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

All contact details can be found on the front page of this policy.

This policy acknowledges that LADO is the designated officer of Southend Borough Council and works with a team of officers.

## **WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD**

If staff members have concerns about a child they should raise these with the School's Designated Safeguarding Lead (DSL). This also includes situations of abuse which may involve staff members. The DSL will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. The DSL will keep the Headteacher informed.

Where there are concerns that a child may be in need of help or at risk, the DSL will make prompt contact with children's social care. If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children's social care immediately. Any adult can make a referral. If the child's situation does not appear to be improving the staff member or other adult with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

If a criminal offence is suspected, the DSL will contact the police.

The threshold for raising a concern should not be regarded as high. Even the slightest concern should be reported and recorded because it may form part of a picture which the DSL is aware of.

## **STAFF PROCEDURE IN A CHILD PROTECTION SITUATION**

### **Reporting to the DSL**

Staff who observe, or are told of, injuries which appear to be non-accidental, or have concerns that indicate physical, emotional or sexual abuse or neglect, must report their concerns to the DSL who will record the concerns on file. The DSL will inform the Child Services Agency and in any case will report back to staff any actions that have been taken. It is the school's policy to report any incident to any appropriate agency without parental consent. Staff should not carry out any investigations themselves as this is a matter for the Social Services. If staff are unsure how to proceed, they should ask the DSL for advice. The DSL will not hesitate to seek advice from the Local Area Designated Officer, even if that dialogue is informal in the first instance.

The following guidance is given to staff if they are the first point of contact for the information from a child:

- Ask the child to tell you about all the details which they can remember and listen carefully. Ask for clarification if necessary but be careful not to put words into his/her mouth; do not suggest events, speculate on peoples' actions or ask leading questions. You must not promise confidentiality to a child who wishes to disclose information on possible abuse.

- Make notes if you can, as you are being told the information. If this is not possible, do it as soon as you can. Try to use verbatim quotes – do not interpret what the child said.
- When the child has finished telling you his/her account, read or relate the details back to the child to confirm that you have understood the details correctly.
- Discuss with the child what action might be taken now and the possibility of disclosure to the DSL. The DSL could be informed by the child, the staff member or a trusted friend.
- Remove the child from any threatening or embarrassing situation and comfort them if they are in distress. Be sure to use age-appropriate and sympathetic language and try to re-assure them. Steps must be taken as appropriate to protect a child from further possible harm following a disclosure.
- Pass the information to the DSL as soon as you possibly can.

Staff can find further important information relating to procedures at:

<http://www.safeguardingsouthend.co.uk/children/index.html>

Southend, Essex & Thurrock (SET) Child Protection Procedures can be found [here](#):

Keep a copy of all the documentation yourself for future reference.

If the abuse you are made aware of is by one or more pupils against another pupil you should follow the guidance contained below in the next section.

You must ensure that your behaviour and actions do not place pupils or you at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, etc.). For guidance see the **Staff Code of Conduct**.

If you hear third-hand about a safeguarding children situation in your capacity as a teacher, a friend or neighbour etc: you must:

Write down any details that you know; when you heard the information and from whom etc. and pass it to the DSL as soon as possible.

Keep a copy of what you gave to the DSL yourself.

If a member of staff is not confident that the school and DSL is going to take action appropriately, they should use their discretion to report the matter immediately following the guidance contained above.

### **Different Needs of Children**

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm from abuse by another child or group of children, then such abuse will be notified to Children's Social Care. It is expected all children involved, whether perpetrator or victim, will be treated as being "at risk".

On the other hand, it may be that a child is in need of additional support from one or more agencies. In this case the school will work with the child and parents (if appropriate) and the Southend Early Intervention Team. This team offer a service to which the school subscribes and access to their work is through the Headteacher and/or the DSLs. The Early Intervention Team prefer the school to complete a 'Early Help Assessment' form (replacing the previous 'CAF Form) at the point of referral.

### **Early Help**

Any child may benefit from early help but all 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 (EHCP))



- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Southend LSCB referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

### **Children with Special Educational Needs & Disabilities (SEN/D)**

Children with special educational needs and disabilities (SEN/D) can face additional safeguarding challenges. Staff are alert to the additional barriers that exist when recognising abuse and neglect in this group of children which can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN/D can be disproportionately impacted by things like bullying – without showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

### **"Looked after" children**

If the school admits a 'looked after' child a suitable staff member will be assigned immediately to oversee the welfare of that child.

### **Private fostering**

Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a **private** arrangement made between a parent and a carer, for 28 days or more. The school will inform the Local Authority of any children in such arrangements.

## PEER-ON-PEER ABUSE

All staff should be aware that safeguarding issues are not confined to instances where children are harmed by adults but can also manifest themselves via peer-on-peer abuse. Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment or initiation/hazing type violence.

Staff must be clear that abuse is wrong and should never be tolerated or dismissed as ‘banter’ or ‘part of growing up’. Nor will harmful sexual behaviours be dismissed as the same or “just having a laugh” or “boys being boys”. The School recognises the gendered nature that peer on peer abuse may take (this could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence), and is clear that all peer on peer abuse is unacceptable and will be taken seriously.

In addition to this Safeguarding policy, staff should also consider the provisions of our Anti-bullying policy. If staff are unsure as to how these policies work together, they should seek guidance from the DSL. All peer on peer abuse will be managed in accordance with this policy; a bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

The School recognises that children with special educational needs and disabilities can be more prone to peer-on-peer group isolation than other children and will consider extra pastoral support for those children.

The following procedures also apply when dealing with abuse by one or more pupils against another pupil. Information about possible abuse may come to a member of staff in several ways – direct allegation from a child that has been abused, through a friend, relative or other child, through a child’s behaviour or through observation of an injury to the child.

Pupils who have a problem may speak to someone whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source such as Child Line. If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the designated safeguarding lead with a written account of what has transpired as a matter of urgency.

If a pupil decides to speak to a member of staff about the fact that either he/she, or a pupil known to them, is being bullied, harassed and abused, the member of staff should:

- React professionally;
- Have regard to the Anti-Bullying Policy, published on the school’s website;
- Take what the child says seriously, and calmly, without becoming emotionally involved;
- Make it clear why unconditional confidentiality cannot be offered;
- Explain that any adult member of staff is obliged to inform the designated safeguarding lead if child protection or safeguarding issues are involved, in order that specialist help can be arranged;
- Encourage the pupil to speak directly to the designated safeguarding lead if appropriate;
- Explain that only those who have a professional “need to know” will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse;
- Reassure the child that he or she was right to tell, and that he/she is not to blame for having been bullied or abused;
- Allow the child to tell his or her own story, without asking too detailed or leading questions;
- Record what has been said;
- Inform the designated safeguarding lead or the Headteacher by the end of the day.

Where an issue of pupil behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures below rather than the School’s Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the LCSB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LCSB/MASH, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the LCSB and or the Police as appropriate.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape and sexual assaults will be passed to the police. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The School's approach to sexting is that it is totally unacceptable and in any case a full investigation will be carried out, parents informed and providing there has been no coercion and the pupils are of a similar age, school disciplinary procedure will be applied. In more serious cases, the police will be informed. Staff know that they should not view or forward illegal images of a child

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported initially through the school's pastoral support team, and as appropriate by more expert professionals as advised by Children's Social Care or other appropriate advisory channels, such as the Police.

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

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the School.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

Where there are evident signs of physical injury, that may (or may not) be the result of abuse or bullying, medical help should be summoned, or the pupil should be taken to the first aid room. In serious cases, the Police should be informed from the outset.

### **ACTION TO PROTECT THE CHILD**

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Headteacher, together with DSL, will consider how best to support and monitor the pupil concerned through any process of external investigation, liaising closely with parents, guardians, Local Children's Safeguarding Board or other agencies involved to identify the support strategies that will be appropriate.

## **PROCEDURES WHEN A MEMBER OF STAFF OR VOLUNTEER (OTHER THAN THE DESIGNATED SAFEGUARDING LEAD OR HEADTEACHER) FACES ALLEGATIONS OF ABUSE**

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or any other occasion could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party
- Anonymously

An allegation of such seriousness would normally be made directly to the Headteacher; but if another member of staff is told first, he/she will ensure that the Headteacher is informed immediately.

If the Headteacher is unavailable, or is involved, the DSL should be told at once.

### **ALLEGATIONS INVOLVING THE HEADTEACHER OR DESIGNATED SAFEGUARDING LEAD**

Any allegation involving the Headteacher or the DSL should be reported to the Chair of Governors. The Chair of Governors will then contact and follow the advice of the LADO.

Where there are concerns that a child may be in need of help or at risk because of the actions of a member of staff, the designated safeguarding lead will make prompt contact with the LADO. All allegations are reported to the LADO within one working day. They will also contact the police if a criminal offence is suspected.

### **THE FIRST RESPONSE**

We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. We undertake to:

- Take any allegation of abuse, involving a member of staff, very seriously
- In all cases, we would seek the advice of the LADO before undertaking any investigation.

### **THE NEXT STEP**

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always, within 24 hours:

- Invite the police to conduct the investigation
- Involve the LADO. Discussions with the LADO will be recorded in writing and any communication with both the individual and the parents of the child/children agreed.
- Consider suspending the member of staff concerned – see below.

### **SEEKING ADVICE**

Our local authority designated officer is:

Allison Francis  
Direct line: 01702 534539  
email: [allisonfrancis@southend.gov.uk](mailto:allisonfrancis@southend.gov.uk)  
Out of Hours contact: 0845 6061212

For advice, children and staff can contact:

**Southend Local Safeguarding Children Board (LSCB)**  
**01702 215007**

In an emergency, or for immediate referral, staff can contact:

**The First Contact Team – 01702 534496/534707/534506.**

## **Out of office hours Emergency Duty Service: 0845 6061212**

Children can contact:

**Childline 0800 1111**

### **EYFS**

The designated safeguarding lead is responsible for safeguarding children within the Early Years setting and liaising with the local children's agencies as appropriate. The Early Years Coordinator assists in this goal, and undertakes training specific to the EYFS. It is essential that Ofsted and ISI are informed as soon as is reasonably practicable, but at least within 14 days, of any allegations of serious harm or abuse by any person working or looking after children at the premises and of the action taken in respect of these allegations, in addition to the procedures laid out in this policy.

### **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. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child
- The allegations are so serious as to constitute grounds for dismissal, if proven
- The police are investigating allegations of criminal misconduct

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached;
- Interview a member of staff before suspending him or her, giving due weight to the advice of the LADO.

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension is entitled to be accompanied by a friend or Trade Union representative.

### **ALTERNATIVES TO SUSPENSION**

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave
- Giving him or her non-contact duties
- Ensuring that a second adult is always present in the classroom when he or she teaches

### **IF THE MEMBER OF STAFF RESIGNS**

The resignation of a member of staff mid-way through an external investigation would not lead to the investigation being abandoned.

### **REFERRAL TO THE DISCLOSURE AND BARRING SERVICE**

Like all schools, we have a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the Disclosure and Barring Service (DBS) within one month of the individual's dismissal or resignation because he or she has been considered unsuitable to work with children. Reports concerning members of staff, contracted staff, volunteers and students are normally made by the DSL. If the DSL is involved, the report is made by the Headteacher. If the Headteacher is involved, the report is made by the Board of Governors. The referral form can be obtained from the DBS. The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to

respond to any requests for information that we receive from the DBS at any time. The DBS address for referrals is PO Box 181, Darlington DL1 9FA.

### **REFERRAL TO THE TEACHING REGULATION AGENCY**

Where a teacher has been dismissed (or would have been dismissed had he/she not resigned), the Headteacher will decide whether to make a referral to the Teaching Regulation Agency (TRA). In some instances, for example, where there is evidence of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or where there is a 'conviction at any time for a relevant offence', a prohibition order may be appropriate. Further guidance can be obtained from the DfE website.

### **RECORDING ALLEGATIONS OF ABUSE**

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

### **CONFIDENTIALITY**

Any allegation against a member of staff will be kept confidential and the school will guard against unwanted publicity. This applies up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

## **HANDLING UNFOUNDED OR UNSUBSTANTIATED ALLEGATIONS**

### **The Child**

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the Local Safeguarding Children's Board to set up a professional programme that best meets his or her needs, which may involve the Children and Adolescent Mental Health Services (CAMHS) and an Educational Psychologist. We shall 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 may need in such circumstances, we need to be sensitive to the possibility 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 child's best interests to move to another school. We would do our best to help him/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 child 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 recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

### **ALLEGATION OF ABUSE OF A CHILD WHO IS NOT A PUPIL AT THE SCHOOL**

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at Thorpe Hall School, we would immediately pass such information to the LADO 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.

## **DESIGNATED SAFEGUARDING LEADS**

Mrs Banks is the DSL for the Upper School (Years 7-11) and Mrs Leslie is the DSL for the Lower School (Years 1-6) and the EYFS section (Nursery & Reception) at Thorpe Hall School. Mrs Bertschi is also a DSL for the EYFS. Mr Turner deputises in their absence. The DSLs and the Deputy DSL have been fully trained for the demands of this role in child protection and inter-agency working. They regularly attend courses with other child support agencies to ensure that they remain conversant with best practice. Both they, the deputy safeguarding lead and the Headteacher undergo refresher training every two years. The school has invested in CPOMS, a Child Protection Online Monitoring System. This has replaced the hardcopy report forms as our means of reporting any safeguarding concerns. However paper forms will still be used if for any reason the online system is not available. Access to CPOMS and any safeguarding files is restricted to the DSLs, the deputy safeguarding officer and the Headteacher. The school's records on child protection are saved to Mrs Banks' private network area, and are separated from routine pupil records. The DSLs and the deputy DSL are members of the senior leadership team and their work as DSLs is reviewed by the Headteacher annually.

The governor responsible for safeguarding is Mrs Michelle Diaper. Her role as the safeguarding governor is to ensure that the school has an effective policy which is discharged efficiently and appropriately and that the LSCB Guidelines are complied with to support the school in this respect. The safeguarding governor also attends appropriate training.

## **WHISTLEBLOWING**

Thorpe Hall School believes in and promotes a culture of safety and of raising concerns. The school actively encourages staff and volunteers as well as Governors to develop their awareness of safeguarding issues and to report any concerns they may have. If a teacher, volunteer or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Headteacher. Any concern will be taken very seriously under the school's whistle blowing procedures which can be found in the employment policies section of the staff handbook on [www.yourhrservices.co.uk/thorpehall](http://www.yourhrservices.co.uk/thorpehall). If there is evidence of criminal activity, the Police will always be informed. No one who reports a genuine concern in good faith needs to fear retribution. If a teacher, volunteer or member of staff has concerns about the behaviour of the Headteacher, they should refer the matter to the Chair of Governors whose contact details are on the front page of this policy.

## **CONFIDENTIALITY**

A member of staff who uses the whistle blowing procedure is entitled to have his/her name protected from being disclosed by the Headteacher to the alleged perpetrator, without his/her prior approval. However, it has to be recognised that his/her evidence may be required by the Police to be used in any criminal proceedings.

## SECTION 2 – Raising awareness of child protection issues

### SPOTTING ABUSE – KEY SIGNS

Knowing what to look for is vital to the early identification of abuse and neglect. If members of staff are unsure they should always speak to children's social care.

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- A child going missing from education is a potential indicator of abuse or neglect
- Repeated minor injuries
- Children who are dirty, smelly, poorly clothed or who appear underfed
- Children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- An air of "detachment" or "don't care" attitude
- Overly compliant behaviour
- A "watchful" attitude
- Sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- A child who is reluctant to go home, or is kept away from school for no apparent reason
- Not trusting adults, particularly those who are close
- "tummy pains" with no medical reason
- Eating problems, including over-eating, loss of appetite
- Disturbed sleep, nightmares, bed wetting
- Running away from home, suicide attempts
- Self-inflicted wounds
- Reverting to younger behaviour
- Depression, withdrawal
- Relationships between child and adults which are secretive and exclude others
- Pregnancy

These signs are not evidence themselves, but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

### Children in Need

In addition to children who are being abused or at risk of serious harm, the School recognises that there may be children in need who require support and help. Children in need include, but are not restricted to those:

- Suffering from eating disorders
- Coping with a disability
- Undergoing certain medical treatments
- Caring for a family member at home
- Being left alone at home at an inappropriate age.

### Types of Abuse & Neglect

The following are examples and do not constitute an exhaustive list. They should be read in conjunction with the document "[Keeping Children Safe in Education](#)", DfE, 2018.

**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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

**Physical Abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also



be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child

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

**Sexual Abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see section on Peer-on-Peer abuse)

**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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **SPECIFIC SAFEGUARDING ISSUES**

Our school recognises that there are a number of specific safeguarding issues about which staff need to be aware, including child sexual exploitation (CSE), bullying (including cyberbullying), children missing education (CME), child missing from home or care, domestic violence, drugs, safety (including sexting), fabricated/induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender-based violence/violence against women and girls (VAWG), mental health, private fostering, radicalisation, teenage relationship abuse, trafficking and honour-based violence.

Whilst the school will ensure that staff avail themselves of opportunities to raise their awareness and gain knowledge regarding these areas, we recognise that expert and professional organisations are best placed to provide up-to-date guidance and practical support in relation to these issues.

Government guidance is available on the GOV.UK website and organisations such as the NSPCC ([www.nspcc.org.uk](http://www.nspcc.org.uk)) provide specialist information.

### **Children Missing Education (CME)**

Our school recognises that a child missing from education is a potential indicator of abuse or neglect and staff follow the school's procedures for unauthorised absences and for dealing with children that go missing from education, particularly on repeat occasions. The school is aware of its duty to report to the local authority when a child is removed or added to the admissions register at non-standard transition times and we work with the local authority in this respect. (Further detail can be found in the school's Attendance Policy).

### **Child sexual exploitation (CSE)**

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

Our school is committed to raising awareness of CSE. We have an identified CSE Champion – Mrs Banks - who has received training in this area and attends the LSCB Champions' Forum. Our school uses the LSCB Risk Assessment Toolkit and reports any information to Essex Police on a report form, as well as referring to First Contact Team or for Early Help Assessment, as appropriate.

### **Child Criminal Exploitation: County lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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

Our staff are alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. FGM is a collective term for illegal procedures, which include the removal of part or all external female genitalia for cultural or other non-medical reasons. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the SET procedures and on pages 16-17 of the FGM [Multi-Agency Practice Guidelines](#) that can be found on the GOV.UK website. Any suspicion of intended or actual FGM must be referred to Children's Social Care. From October 2015, where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

### **Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family,

friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, our staff will 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 professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the [Channel](#) programme or Children's Social Care.

If staff suspect a pupil is in danger of being radicalised, a risk assessment should be undertaken by the staff member, DSL and Headteacher.

The school is mindful of The Counter-Terrorism and Security Act 2015, and will cooperate fully with and act as partners of the Channel Panel set up by the LSCB. The DSL has had training from the LSCB on their approach to *Prevent* duties.

The school actively promotes fundamental British Values through the Personal, Social and Health Education (PSHE) scheme which is taught throughout the school. It includes teaching pupils to understand the value of democracy and their participation in the democratic process; respect for others' cultural traditions and non-discrimination against protected characteristics. It also encourages pupils to acquire a respect for public institutions and services. Our PSHE policy which outlines the full programme of study may be requested from the School.

## **SECTION 3 - Establishing a safe environment in which children can learn and develop as well as equipping children with the skills needed to keep themselves safe.**

### **MAKING CHILDREN SAFER**

In order to create a safe environment for children both in school and elsewhere the school will:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities in the Personal, Social and Health Education (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse and to minimise the risk of peer on peer abuse. There is a separate policy which describes the PSHE curriculum.

Thorpe Hall School prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgments and decisions. Time is allocated in PSHE for discussion of child abuse, and in developing in pupils the confidence which they require to recognise abuse and to stay safe.

All pupils know that there are adults to whom they can turn if they are worried, including their tutor, any member of staff, or their parents.

The ethos of Thorpe Hall School is to develop the individuality and abilities of each child, to make him/her self-reliant and adaptable and to help him/her face reality. We see this as making an important contribution towards the development of the whole person, who grows up to value society and to expect to make a personal contribution towards the general community.

Thorpe Hall School is committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation or social background. We aim to create a friendly, caring and compassionate environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each student.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable and will not be tolerated. There is a separate anti-bullying policy available via the School's website or the School's office.

### **TEACHING CHILDREN TO BE SAFE**

All pupils are taught about safeguarding, including online, through the curriculum, assemblies, PSHE and other teaching and activities to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the School's ICT curriculum and also embedded in PSHE and sex and relationships education (SRE). Teachers can find resources promoted by the DfE at:

The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk))

CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

The use of social media for on-line radicalisation (<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>)

Advice about sexting in schools is available from the UK Council for Child Internet Safety (UKCCIS): [Sexting in schools and colleges](#).

## **MAKING STAFF SAFER**

In order to support staff in ensuring they avoid situations which might give rise to false allegations and to guide their professional behaviour, the school publishes a **Code of Conduct for Staff**. This is available via the School's HR website or School office. This policy contains the following headings:

1. INTRODUCTION
2. SETTING AN EXAMPLE
3. SAFEGUARDING PUPILS
4. PUPIL DEVELOPMENT
5. HONESTY AND INTEGRITY
6. CONDUCT OUTSIDE WORK
7. MOBILE TELEPHONES
8. ACCEPTABLE USE OF IT
9. COMMUNICATION WITH PUPILS
10. STAFF/PUPIL RELATIONSHIPS
11. PHYSICAL RESTRAINT
12. AVOIDING ALLEGATIONS OF ABUSE
13. CONFIDENTIALITY
14. WHISTLE BLOWING

## **TAKING, STORING AND USING IMAGES OF CHILDREN**

All pupils and staff are encouraged to report any concerns about the misuse of technology to the Headteacher. The use of cameras, cameras on mobile phones and/or iPads by pupils is not allowed without express permission from a member of staff. Staff may only use cameras, cameras on mobile phones and/or iPads in a manner that is strictly in accordance with the guidance in this policy and which, in any case, does offend or cause upset. The misuse of cameras by staff or pupils in a way that breaches our anti-bullying policy is always taken seriously and may be the subject of disciplinary procedures.

If we discover that a child or young person is at risk as a consequence of online activity, we may seek additional assistance from the Child Exploitation and Online Protection Unit (CEOP). We will impose a range of sanctions on any adult, child or young person who misuses technology in this way.

Using photographic material of any kind to bully, harass or intimidate others will not be tolerated and will constitute a serious breach of discipline.

All pupils must allow staff access to images stored on mobile devices and/or cameras and must delete images if requested to do so. Staff should not view or forward illegal images of a child.

The posting of images which in the reasonable opinion of the Headteacher is considered to be offensive on any form of social media or websites such as YouTube etc is a serious breach of discipline and will be subject to disciplinary procedures whatever the source of the material, irrespective of whether the image was posted using School or personal facilities.

There is a separate policy on taking, storing and using images of children in the EYFS (see [APPENDIX 2](#))

## **WHEN A PUPIL MOVES TO AND FROM ANOTHER SCHOOL**

A pupil's safeguarding file follows them from Thorpe Hall to their next school and is sent separately from any other files.

Wherever possible, the file is hand delivered to a named person at the new school, where a receipt is obtained confirming its delivery. This ensures the security and continuity of the file and provides evidence of the chain and responsibility for the file.

If a pupil moves to a school that is a significant distance away, thereby making hand-to-hand transfer impracticable, the file is posted to a named person using a secure and tracked postal service. In this instance, we produce and retain a copy of the file until the new school confirms receipt of the file and that the child has attended and is on their attendance register. At this point the copy held by Thorpe Hall is destroyed.

When a pupil arrives at Thorpe Hall School from another school a separate request for safeguarding information will be made to the previous school.

## **INDUCTION AND TRAINING**

Every new member of staff, including part-time staff and volunteers receives, before they come in to contact with pupils, training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL or the Headteacher. All new staff and volunteers are issued with and must read Part One and Annexe A of "Keeping Children Safe in Education", the school's safeguarding policy, the pupil behaviour policy, the attendance policy (which covers children missing education), the staff code of conduct including the whistle blowing procedures, Acceptable use of IT policy, and the identity of the DSLs. Each member of staff attends refresher training at least every year, including *Prevent* awareness training. Training in child protection is an important part of the induction process. Staff receive regular, informal updates on safeguarding from the DSL and/or the Headteacher. Staff are made aware that the Code of Conduct includes guidance and rules about the use of social media in relation to pupils.

We take particular care to ensure those involved in one-to-one teaching are aware of their safeguarding responsibilities, and a weekly check whilst the school is in session is carried out to ensure that all rooms/locations used for this purpose are visited.

Staff are issued with the new version of Part One and Annexe A of KCSIE after each update and are reminded that it is their obligation to read it as part of their commitment to the Staff Code of Conduct.

## SECTION 4 - Safer recruitment of staff

### SAFER EMPLOYMENT PRACTICES

A complete description of safer recruitment practices operated by the school is contained in a separate policy called *Staff and Governor Recruitment and Appointments Policy*, available on request.

Thorpe Hall School follows the Government's recommendations for the safer recruitment and employment of staff who work with children, set out in "[Keeping Children Safe in Education](#)". All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff are checked with the Disclosure and Barring Service (DBS) before starting work. Volunteers engaging in regulated activity, are also vetted. Visiting staff, such as musicians and sports coaches provide the school with their DBS details prior to arrival at the School and additional checks are carried out if they are engaging in regulated activity. The School checks the DBS certificates of all adults not employed by the school who work with, or supervise our pupils off site, for example on residential trips. In addition to the DBS checks, a check on prohibition is carried out on anyone who is appointed to carry out teaching work. This additional check ensures they have not been prohibited from teaching by the Secretary of State. Staff working in early years and later years settings (children under the age of 8) are asked to declare that they are not a disqualified person under the Childcare Act 2006.

Staff who are employed by another organisation and not directly by Thorpe Hall School (e.g. supply teachers and maintenance contractors) are required to provide evidence of identity and, if applicable, DBS status on arrival and prior to commencing their work here. They are required to sign in at the front office and wear a visitor's badge at all times. Thorpe Hall School does not use such agencies unless we are satisfied that they have carried out all necessary checks.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out in the School's Visiting Speaker Policy.

In addition, the Headteacher is trained in Safer Recruiting and interviews all new members of staff involved in regulated activity.

The school keeps a single centralised register of all employees, volunteers and governors and this is checked for compliance against relevant regulations once a year by the Chair of Governors.



# APPENDIX 1 - Governor sign-off and oversight of safeguarding and other key policies

## Overview

This policy describes how the Governing Body is assured that the school employees and school systems are effective in ensuring children are safe in school and are taught to be safe.

## Safeguarding Policies

The school has the following policies and systems that relate to safeguarding children. These policies are reviewed by the Board on a regular basis.

1. Safeguarding Children policy
2. Staff Recruitment Policy
3. Staff Code of Conduct
4. Visiting Speaker Policy
5. Health and Safety Policy and Booklet
6. Images of Children Policy
7. Acceptable Use of IT Policy
8. Single Central Register of employment
9. Head's regular report to Governors on Pupil Welfare
10. Head's annual report to Governors on Pupil Welfare

In addition, the school is mindful of the Independent Schools Statutory Regulations and the Independent Schools Inspectorate Guide to the Regulations in their current state.

## Policy review

The following policies are reviewed and signed off by the Governing Body annually:

Admissions

Aims and Ethos

Anti-bullying

Behaviour and Rewards

Complaints

Curriculum

Health and Safety

Safeguarding Children

School Trips

Special Educational Needs

Staff Code of Conduct

All these policies are dated and appear on the school's website.

## Sign-off on safeguarding

On an annual basis and in addition to the policy reviews listed above, the Chair of Governors, working with the Clerk to the governors and the Headteacher, will scrutinise the following documents to ensure, on behalf of all the Governors, that the following policies and systems are compliant with regulations:

- The Single Centralised Register of employment
- Randomly selected staff files, cross-referenced against the Single Centralised Register of employment
- Any other policy they chose to select.

This sign-off session will be diarised and minuted to be reported back to the full board for information and discussion. Any governor may attend this sign-off session.

# APPENDIX 2 - Camera, mobile phone and photography policy – EYFS

## Policy statement

At Thorpe Hall School Nursery and Reception Class we use photographic images to record children’s progress and development during their time in the EYFS. When parents sign the terms and conditions document on joining the school they agree to the use of their children’s images being used for publicity and promotion of the school. They can opt out of that permission if they choose to.

This policy details the procedures we have in place to safeguard children and adults and to ensure that images are not misused.

The policy is based on the key principles of the right to privacy and safeguarding children. It covers still and video images wherever they are used and however they are captured.

The good practice outlined below is intended to protect our children whenever photographs are taken and used. In addition, the school is mindful that it has a duty under Human Rights legislation and the Data Protection Act 2018 to respect the right to privacy of people in photographs.

## EYFS key themes and commitments

A Unique Child	1.3 Keeping safe
Positive relationships	2.1 Respecting each other
	2.2 Parents as partners
Enabling environments	3.4 The wider context
Learning and development	4.4 Personal, social and emotional development

## Typical Uses of Photographs

At Thorpe Hall School Nursery and Reception Class photographs are normally taken and used for the following purposes:

- Displays of the children’s work/activities
- Personal records of achievement for each child
- School web site and Newsletter

Photographs are normally only taken by Nursery and Reception Class staff. Parents and carers are only permitted to take photographs at, School performances and events. The Nursery Leader and Reception Class teacher will make it clear at each event whether or not parents/carers are permitted to take photographs. If the school engages a photographer for any reason, this is notified to parents separately and the photographer is supervised at all times. Images are stored on the Nursery and Reception Class computers and are password protected. Additional copies may be stored on Flash Drives which are kept in a locked cupboard. Staff are not permitted to store these images on their own computers or devices.

## Consent

Children are only photographed with the consent of parents/carers. Written permission is obtained when a child joins the Nursery or Reception Class and the level of consent, including where the images may be used (e.g. personal records only, personal records and website) is noted for each child. The Nursery Leader is responsible for ensuring that staff are all aware of any children who may not be photographed or where there is limited consent. Children’s images on the website will not be named.

## Guiding principles for staff as to how images can be used and captured by the school

Images may only be captured on school cameras and the images stored on those cameras and on the Nursery and Reception Class computers and Flash Drives. Mobile devices, such as mobile phones may not be used under any circumstances and images must not be transmitted over the internet.

In addition:

1. All children must be appropriately dressed
2. Avoid images that only show a single child with no surrounding context. Photographs of three or four children are more likely to include the learning context.
3. Use photographs that represent the diversity of children participating
4. Do not use images that are likely to cause distress, upset or embarrassment
5. Do not use images of a child who is considered vulnerable, unless parents/carers have given specific written permission
6. Avoid naming children in photographs in any context other than their personal file or Learning Journey
7. Report any concerns relating to any inappropriate or intrusive photography
8. Remember the duty of care and challenge any inappropriate behaviour or language
9. The Nursery Leader and Reception Class teacher will regularly review (at least annually), stored images and delete unwanted and out of date material
10. Photographs must not be taken in the cloakroom/toilet areas or in the nappy changing area
11. Parents/carers should be made aware of the need for sensitivity and respect when filming/photographing events featuring their own child(ren). The Nursery Leader and Reception Class teacher should monitor the use of cameras at these events and ask anyone behaving inappropriately to cease filming/taking photos.

If children photograph each other, for example, as part of ICT, the guidelines for these photographs are the same as the general guidelines detailed above.

### **Mobile phones**

No personal mobile phones are allowed in the pre-nursery or nursery at any time.

All personal mobile phones must be locked away in the cupboard located in the lobby area.

Any emergency telephone calls must go through the main office and passed through to pre-nursery or nursery.

The after school club mobile phone may only be switched on at 3.00pm when after school club commences.

Children are not permitted to bring mobile phones into pre-nursery and nursery at any time.

### **Training and Portfolios**

During training, it is sometimes necessary to compile portfolios with photographs of children. These photographs should not show children's faces and parental permission should be sought in any case. Staff should act responsibly in compiling and using these images. The Nursery leader or Reception Class teacher may ask to oversee the compiled images as part of the management process. For a portfolio compiled by the Nursery Leader or Reception Class teacher, the Headteacher may ask to oversee the compiled images.

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## APPENDIX 3 - Sexting/Youth Produced Sexual Imagery Incident Form

Name and year group of pupils involved	
Date(s) of incident(s)	
Description of incident	
Names of witnesses	
<b>Risk Factors</b> <ul style="list-style-type: none"> <li>• Significant age difference between sender/receiver <span style="float: right;">Yes / No</span></li> <li>• Coercion <span style="float: right;">Yes / No</span></li> <li>• If yes, was this coercion an external incident <span style="float: right;">Yes / No</span></li> <li>• Is the child involved vulnerable for other reasons <span style="float: right;">Yes / No</span></li> <li>• Is the image reported to be severe or extreme* <span style="float: right;">Yes / No</span></li> <li>• Has the image been widely distributed <span style="float: right;">Yes / No</span></li> <li>• Is this the first time these pupils have been involved in a sexting act <span style="float: right;">Yes / No</span></li> <li>• Are there any other concerns about the sender/recipient <span style="float: right;">Yes / No</span></li> </ul>	
<i>*Staff will never view the images</i>	
Other points	
School-based actions	
Referred to Police / CEOP	Yes / No

## APPENDIX 4 - The Role of the Designated Safeguarding Lead

The Designated Safeguarding Leads are Mrs Jane Banks (Deputy Headteacher, Upper School) and Mrs Amanda Leslie (Head of Lower School & EYFS). Both are members of the SLT and are responsible for the implementation of this policy. Mrs Bertschi is also a DSL for the EYFS. Mr Turner deputises in their absence.

The "[Keeping Children Safe in Education](#)" guidance sets out the broad areas of responsibility to which our DSLs are asked to comply with, having regard for our internal safeguarding policy and in liaison with the Lead DSL as appropriate:

### Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the Headteacher to inform him of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per KCSIE Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, IT Technicians, and the SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

### Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;

- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raise Awareness**

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

### **Child protection file**

When children leave the school, the designated safeguarding lead should ensure their 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. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, in exceptional circumstances availability via phone and or Skype or other such media is acceptable.