



RECRUITMENT, SELECTION & DISCLOSURES POLICY

General

Cheam School (the School) is committed to ensuring the best possible environment for the children and young people in its care. Safeguarding and promoting the welfare of children and young people is our highest priority.

The School aims to recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010.

All queries on the School's Application Form and recruitment process must be directed to the Director of Finance and Operations who will liaise with the Head of Compliance and HR.

An entry will be made on the Single Central Register for all current members of staff at the School, the Governors and all individuals who work in regular contact with children including volunteers, supply staff and those employed as third parties.

The Board of Governors govern the running of the School and are registered with the DfE and responsible for the management of the School.

All checks will be made in advance of appointment or as soon as practicable after appointment.

Scope of this Policy

This Recruitment, Selection and Disclosures Policy and Procedure refers and applies to staff directly recruited and employed by the School.

In the Education (Independent Schools Standards) (England) Regulations 2014, staff are defined as:

Any person working at the School whether under a contract of employment, under a contract for services or otherwise than under a contract, but does not include supply staff or a volunteer.

In the case of agency or contract workers, the School shall obtain written confirmation from the agency or company that it has carried out the appropriate checks. The school conducts identity checks on agency and contract workers on arrival in school and, in the case of agency workers which includes supply staff, the school must be provided with a copy of the DBS check.

The School will check with the relevant supply agency that the required checks have been carried out (identity, enhanced disclosure - renewed every 3 years, right to work in the UK, barred list, prohibition, qualifications, and overseas checks plus in line with KCSIE two references, declaration of medical fitness, check of previous employment history.) The Single Central Register shows these checks have been made

and the School carries out its own identity check and has a copy of the disclosure (whether or not it discloses any information).

Certain individuals are automatically disqualified from acting in senior management positions within a charity. Whether an individual falls into the category of a senior management position is judged using the following criteria:

- A person who is accountable only to the governors, and who carries overall responsibility for the day-to-day management and control of the charity. At Cheam this would be the Headmaster.
- A person who is accountable only to the Head or the governors, and who is responsible for the overall management and control of the charity's finances. At Cheam this would be the Director of Finance and Operations.

Being disqualified means that a person can't take on, or stay in, a senior manager position – even on an interim basis, unless the Charity Commission has removed (or 'waived') the disqualification

In respect of contractors, unchecked contractors will under no circumstances be allowed to work unsupervised in School. The School will determine the appropriate level of supervision depending on the circumstances.

Any staff who TUPE transfer into the School's staff, will be required to undertake the statutory requirements with regard to safer recruitment checks.

If staff are transferred under TUPE (gap of three months or less and information complete) information will be passed to the new employer and a note made on the Single Central Register that details have been accepted under TUPE.

Application Form

The School will only accept applications from candidates completing the School's relevant application form in full. CVs will not be accepted in substitution for completed application forms.

The School will make candidates aware that all posts in the School involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Candidates for employed posts will receive a Job Description/Person Specification for the role applied for.

Checks will be made of previous employment history to ascertain satisfactory reasons for any gaps in employment. These checks will then be checked against references and any discrepancies discussed with the candidate.

As the position for which candidates are applying involves substantial opportunity for access to children, it is important that applicants provide the School with legally accurate answers. Upfront disclosure of a criminal record may not debar a candidate from appointment as the School shall consider the nature of the offence, how long ago and at what age it was committed and any other relevant factors. Information should be submitted in confidence enclosing details in a separate sealed envelope which will be seen and then destroyed by the Head or Director of Finance and Operations. If candidates would like to discuss this beforehand, they are asked to please telephone in confidence to the Head or Director of Finance and Operations for advice.

Any unspent convictions, cautions, reprimands or warnings must be disclosed to the School. However amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.

The successful applicant will be required to complete a Disclosure Form from the Disclosure and Barring Service ('DBS') for the position. Additionally, successful applicants should be aware that they are required to notify the school immediately if they are any reasons why they should not be working with children. This includes any current staff who are disqualified from childcare or registration.

The Disqualification under the Childcare Act 2006 (July 2018) applies to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

The School takes its responsibility to safeguard children very seriously and any staff member and/or successful candidate who is aware of anything that may affect his/her suitability to work with children must notify the School immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive.

Failure to declare any convictions (that are not subject to DBS filtering) may disqualify a candidate for appointment or result in summary dismissal if the discrepancy comes to light subsequently.

Staff and/or successful candidates who are disqualified from childcare or registration may apply to Ofsted for a waiver of disqualification. Such individuals may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. A candidate should discuss with the Director of Finance and Operations for more detail.

The School has a legal duty under section 26 of the Counter-Terrorism and Security Act 2015 to have 'due regard to the need to prevent people from being drawn into terrorism'. This is known as the Prevent duty. Schools are required to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Accordingly, as part of the recruitment process, when an offer is made the offer will be subject to a Prevent duty risk assessment.

If the candidate is currently working with children, on either a paid or voluntary basis, the School will ask their current employer about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether the candidate has been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure.

If the candidate is not currently working with children but has done so in the past, the School will ask the previous employer about those issues. Where neither the current nor previous employment has involved working with children, the School will still ask the current employer about the candidate's suitability to work with children. Where the candidate has no previous employment history, the School may request character references which may include references from the candidate's school or university.

All candidates should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal by the School if they have been appointed, and a possible referral to the police and/or DBS.

Invitation to Interview

The School will short list applicants according to the relevance and applicability of their professional attributes and personal qualities to the role. Short-listed applicants will then be invited to attend a formal interview at which his/her relevant skills and experience will be discussed in more detail.

From September 2022 digital screening is expected as part of the shortlisting process to check an applicants online presence. Any concerns highlighted can then be questioned at interview stage.

All formal interviews will have a panel of at least two people, although more usually three people, chaired by the Head, Deputy head, Director of Finance and Operations or another designated Senior member of staff. It is recommended best practice that at least one person on the appointment panel will have undertaken safer recruitment training. The Chair of Governors should chair the panel for the Director of Finance and Operation's and the Head's appointment. The interviewers involved will be required to state any prior personal relationship or knowledge of any of the candidates and a judgement will be made by the Chair as to whether or not an interviewer should withdraw from the panel. Should the Chair have a conflict of interest, the Vice Chair shall decide whether the Chair should withdraw from the panel.

The interview will be conducted in person and the areas which it will explore will include suitability to work with children.

All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained by the candidate from the awarding body.

The School requires that all candidates invited to interview also bring with them:

1. A current driving licence including a photograph or a passport and a full birth certificate;
2. A utility bill or financial statement issued within the last three months showing the candidate's current name and address;
3. Where appropriate any documentation evidencing a change of name;
4. Where the candidate is not a citizen of the country proof of entitlement to work and reside in the UK.

Note: originals of the above are necessary. Photocopies or certified copies are not sufficient.

Candidates with a disability who are invited to interview should inform the School of any necessary reasonable adjustments or arrangements to assist them in attending the interview.

Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon:

1. Receipt of three satisfactory references for teaching staff and two satisfactory references for all other staff (if these have not already been received);
2. Verification of identity and qualifications including, where appropriate, evidence of the right to work in the UK;
3. A satisfactory enhanced DBS check and if appropriate, a check of the Barred List maintained by the DBS;

4. For a candidate to be employed as a teacher, a check that that the candidate is not subject to a prohibition order issued by the Secretary of State or any sanction or restriction imposed (that remains current) by the historic General Teaching Council for England before its abolition in March 2012. Teaching work is defined in The Teachers' Disciplinary (England) Regulations 2012 to encompass:
 - Planning and preparing lessons and courses for pupils
 - Delivering and preparing lessons to pupils
 - Assessing the development, progress and attainment of pupils
 - Reporting on the development, progress and attainment of pupils;
5. Where appropriate verification of professional qualifications including Qualified Teacher Status, where appropriate;
6. Verification of successful completion of statutory induction period (for teaching posts - applies to those who obtained QTS after 7 May 1999);
7. Where the successful candidate has worked or been resident overseas such checks and confirmations as the School may consider appropriate so that any relevant events that occurred outside the UK can be considered; For an EEA teaching candidate: This shall include the candidate providing the School with proof of his/her past conduct as a teacher in the form of a letter of professional standing from the professional regulating authority in the country in which s/he has worked
8. Satisfactory medical fitness through completion of medical questionnaire.
9. Confirmation from the candidate that they are not disqualified from providing childcare under the Disqualification under the Childcare Act 2006 (July 2018). OR Receipt of a signed Staff Suitability Declaration form showing that they are not disqualified from providing childcare under the Disqualification under the Childcare Act 2006 (July 2018).
10. Where the successful candidate will be taking part in the management of the school, a check will be carried out under section 128 of the Independent Educational Provision in England (Prohibition on Participation in Management) Regulations 2014. This applies to all Governors, Senior Management Team and teaching heads of department; and
11. For a candidate that has lived or worked outside the UK, an EEA check using the TRA system for information about any teacher sanction or restriction.

Whilst KCSIE does not require schools to undertake enhanced DBS checks on volunteers who are not in regulated activity, it is the Safer Recruitment Consortium's view that these should be undertaken if the volunteer will be coming into School regularly and having contact with children. This is because the School may not be aware that a volunteer that is not engaging in regulated activity is barred from that work, but in most cases an enhanced DBS certificate without barred list check will reveal the offence or behaviour that led to the bar.

It is the School's practice that a successful candidate must complete a pre-employment health questionnaire. The information contained in the questionnaire will then be held by the School in strictest confidence. This information will be reviewed against the Job Description/Person Specification for the

particular role, together with details of any other physical or mental requirements of the role i.e. proposed workload, extra-curricular activities, and layout of the School.

The School is aware of its duties under the Equality Act 2010. No job offer will be withdrawn without first consulting with the applicant, considering medical evidence and considering reasonable adjustments.

References

The School will seek references for shortlisted candidates (including internal candidates) and may approach previous employers for information to verify particular experience or qualifications, before interview. If a candidate has worked with children previously, one of the references should be from that employer even if it is not the most recent employer. References should also be taken for volunteers.

References should be available prior to an interview, however if the candidate does not wish the School to take up references in advance of the interview, they should notify the School at the time of applying.

Referees will be sent a job specification and a person specification and asked if the candidate meets these criteria. The School will ask all referees if the candidate is suitable to work with children and whether any allegations have been made. If the reference comes from a large HR department, the School will ask for a reference from a direct manager/supervisor. If the reference is electronic, the School will verify it is from a legitimate source and the referee will be contacted if the answers on the form are vague.

The School will compare any information provided by the referee with that provided by the candidate on the Application Form. Any inconsistencies and gaps will be discussed with the candidate.

Criminal Records Policy

The School will refer to the Department for Education ('DfE') document, 'Keeping Children Safe in Education' and any amended version in carrying out the necessary required DBS checks.

The School complies with the provisions of the DBS Code of Practice, a copy of which may be obtained on request.

There are limited circumstances where the School will accept a check from another educational institution which are as follows:

Where the new member of staff has worked in: -

- (a) A school or a maintained school in England in a position which brought him/her regularly into contact with children or young persons;
- (b) A maintained school in England in a position to which he/she was appointed on or after May 2006 and which did not bring him/her regularly into contact with children or young persons; or
- (c) An institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought him/her regularly into contact with children or young persons,

during a period which ended not more than three months before his/her appointment.

In these circumstances the school may apply for a disclosure but is not required to do so. A new, separate barred list check will be obtained.

DBS Update Service

Where an applicant subscribes to the DBS Update Service the applicant must give consent to the School to check there have not been changes since the issue of a disclosure certificate. A barred list check will still be required.

If disclosure is delayed

A short period of work is allowed under controlled conditions, at the Head's discretion. However, if an 'enhanced disclosure' is delayed, a Head may allow the member of staff to commence work:

- Without confirming the appointment;
- After a satisfactory check of the barred list if the person will be working in regulated activity and all other relevant checks (including any appropriate prohibition checks) having been completed satisfactorily;
- Provided that the DBS application has been made in advance;
- With appropriate safeguards taken (for example, to be supervised);
- Safeguards reviewed at least every two weeks by the Head/Director of Finance and Operations and member of staff;
- The person in question is informed what these safeguards are; and
- It is recommended, but not a requirement that a note is added to the Single Central Register and evidence kept of the measures put in place.

Several members of staff have undergone Safer Recruitment Training and this is recorded in the Child Protection Training Register.

Retention and Security of Records

The School will comply with its obligations regarding the retention and security of records in accordance with the DBS Code of Practice and its obligations under GDPR. Copies of DBS certificates will not be retained for longer than 6 months.

The School will comply with its data protection obligations in respect of the processing of criminal records information. More information on this is included in the Data Protection – Privacy Notice

Policy on the Recruitment of Ex-Offenders

The School will not unfairly discriminate against any candidate for employment on the basis of conviction or other details revealed. The School makes appointment decisions on the basis of merit and ability. If an individual has a criminal record this will not automatically bar him/her from employment within the School. Instead, each case will be decided on its merits in accordance with the objective assessment criteria set out below.

All candidates should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if they have been appointed, and a possible referral to the police and/or DBS.

Under the relevant legislation, it is unlawful for the School to employ anyone who is included on the lists maintained by the DBS of individuals who are considered unsuitable to work with children. In addition, it will also be unlawful for the School to employ anyone who is the subject of a disqualifying order made on being convicted or charged with the following offences against children: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence. It is also unlawful for the School to knowingly employ someone who works in the relevant settings and is disqualified from providing childcare under the Disqualification under the Childcare Act 2006 (July 2018).

It is a criminal offence for any person who is disqualified from working with children to attempt to apply for a position within the School. The School will report the matter to the Police and/or the DBS when the School receives an application from a disqualified person;

- who provides false information in, or in support of their application; or
- the School has serious concerns about an applicant's suitability to work with children.

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will consider the following factors before reaching a recruitment decision:

- whether the conviction or other matter revealed is relevant to the position in question;
- whether the conviction or caution is 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020 (if yes, it will not be taken into account);
- the seriousness of any offence or other matter revealed;
- the length of time since the offence or other matter occurred;

- whether the applicant has a pattern of offending behaviour or other relevant matters;
- whether the applicant's circumstances have changed since the offending behaviour or other relevant matters;

- in the case of disqualification from providing childcare, whether the applicant has or is able to obtain an Ofsted waiver from disqualification; and
- the circumstances surrounding the offence and the explanation(s) offered by the convicted person.

If the post involves regular contact with children, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of any the following offences: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence, serious class A drug related offences, robbery, burglary, theft, deception or fraud.

If the post involves access to money or budget responsibility, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of robbery, burglary, theft, deception or fraud.

If the post involves some driving responsibilities, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted of driving whilst drunk.

Reviewed:	September 2022
Compliance checked:	September 2022
Next Review:	September 2025

Introduction

As a school, Cheam (the “School”) is totally committed to the safeguarding of the children in our care. We are a very close-knit community, which has strong pastoral care and excellent staff / pupil relationships. This enables us to know the children in our care, and with experience we become increasingly aware of their personalities, their characters, their behaviour patterns, and their family history and background. We must be aware that the Children Act 2004 (now the ‘Every Child Matters’ Agenda) alongside ‘Working Together to Safeguard Children’ July 2018 (WT), ‘Keeping Children Safe in Education’ September 2022 (KCSIE), ‘The Prevent Duty’, July 2015 and ‘The Statutory Framework for the Early Years Foundation Stage 2017 (all future references to these policies refer to the policy dates given here) requires us to be aware of our responsibilities where we encounter actual or suspected cases of child abuse - whether physical, emotional or sexual. Therefore, the school follows the inter-agency procedures in accordance with the Hampshire Children’s Services, Hampshire Local Safeguarding Children’s Partnership (“LSCP”) and will safeguard and promote the welfare of children who are pupils at the school, in compliance with DfE Guidance (WT), ‘The Prevent duty’ and KCSIE. Any arrangements have regard to any guidance issued by the Secretary of State. It is required that any deficiencies or weaknesses in Child Protection arrangements are remedied without delay. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School’s safeguarding regime and know that such concerns will be taken seriously by the Senior Management Team. This policy is made available to parents on the school website. This policy is relevant to all ages within the Cheam Community, including EYFS.

It is important to develop a close working relationship with external agencies such as social services and the police who provide expertise in areas that may be needed in certain circumstances. Failure to consult and inform those who have the necessary experience and to take the necessary steps in the event of a case of abuse would place the child concerned in possible emotional damage; it is important therefore that everyone concerned should retain an open and enquiring mind, but above all should be entirely sensitive to the needs of the child.

Despite establishing strong staff / pupil relationships and excellent lines of communication, some children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or may be being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the Designated Safeguarding Lead (DSL) if they have concerns about a child. It is important that staff determine how best to build trusted relationships with children which facilitate communication and we must be constantly on our guard by listening and watching. As past incidents elsewhere have revealed, the victim, more often than not, and particularly in the case of sexual abuse, does not speak about the experiences and for reasons of fear, shame or because threats have been issued and tends to bottle everything up in order to avoid the perceived repercussions. In such cases our experience and familiarity with the children should enable us to detect visible changes in behaviour patterns - moodiness, periods of silence, withdrawing from group situations, and emotional tantrums. Such behaviour patterns should not only be reported to the DSL but also be detailed on CPOMS.

The DSL is the Assistant Headmaster, Mr Matt Small and the Senior Mental Health Lead is Mrs Helen Mason. The Deputy DSLs are the Deputy Headmaster Mr Tom Haigh, the Head of Pre-Prep Jenifer Hillman and the Head of Household Rachel Penberthy. They have the status and authority to take the responsibility for child protection matters and will not delegate the ultimate responsibility for safeguarding and child protection. The DSL and Deputy DSLs also have responsibility for online safety. They have all undergone training in child protection, from an external welfare agency that is acceptable to the LSCP. This training (and inter-agency training) will be updated every two years. In any case of alleged abuse they have the responsibility to liaise with three safeguarding partners & local services (the Local Authority, the Clinical Commission group within the Local Authority and the chief officer of the local police) and work with other agencies in line with WT. If after a referral to the Local Authority Designated Officer (“LADO”) the DSL feels that the child’s situation has not improved they must press for reconsideration to ensure the child’s situation does improve. The initial contact with the LADO will be completed by the Headmaster and DSL together. The DSLs have job descriptions that are in accordance with KCSIE.

Governors’ Responsibility

The governor nominated to liaise with the School, leadership and management and DSL on issues relating to Safeguarding is Louise Moelwyn-Hughes. The Board of Governors (the “governors”), as a whole, has a corporate responsibility for Safeguarding and all Governors will undertake appropriate safeguarding training. The Governing body will review the Safeguarding Policy and Procedures annually and the efficiency with which the related duties have been carried out. However, this policy may be amended, as appropriate, and as need arises, between annual reviews. This policy is an agenda item on the governor’s Autumn meeting and is reviewed and agreed by them, following discussions with the DSL, and then signed by the Chair of Governors at this meeting. The Chairman has the delegated responsibility to liaise directly with the Local Services. The governors should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE.

At every Governors’ meeting the Headmaster will present a Safeguarding Report, as part of his larger Headmaster’s Report. In this report he will detail how many pupils have support from the School counsellor, how many concerns have been raised with the DSL, how many times the DSL has contacted the LADO for advice, and how many direct involvements there have been with the Local Authority.

The Governors will ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and GDPR.

Staff Responsibility

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. All staff meetings should be started with the question 'Are there any safeguarding concerns which we need to consider?'

All School staff have an obligation to report to the DSL if:

- There is a suspicion of abuse of any pupil by anyone, and if there is any misconduct, whether or not towards any specific pupil or pupils of a kind that might be expected to develop into abuse or improper behaviour towards pupils.
- A pupil discloses abuse or allegations of abuse whether committed against them or another pupil and whether by a pupil or any other person.
- A pupil is suspected to be at risk of radicalisation or extremism (see Prevent below)
- A pupil appears to be in need (see Children in Need below)

This is an inescapable personal and professional responsibility for all staff in the protection of children from harm. All staff will receive Level 1 training in child protection updated every three years, which is led by the designated persons and is in accordance with the requirements of the LSCP. Heads of Years and other key staff will receive Level 2 training and the DSLs will receive Level 3 training. EYFS staff receive Level 2 training every two years and all EYFS staff are paediatric First Aid trained. Temporary staff, voluntary staff who work with children, GAP year students and Governors, are made aware of the school's arrangements as part of their induction process. In addition all staff members including the DSL and Deputy DSLs will receive safeguarding and child protection updates in line with Hampshire LSCP (for example, via email, e-bulletins and staff meetings) and to include an induction and updates on Prevent, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All staff undertake an annual online test, on safeguarding, as part of their continual training.

All new staff receive internal training as part of their induction process, this includes the Schools Safeguarding Policy and the identity and role of the DSL and the deputy DSLs.

All staff, volunteers and governors are required to read the latest version of KCSIE Part 1 and Annex A of KCSIE as well as the School's Behaviour Policy and the safeguarding response to children that go missing from education. For those new to the School, this is part of their induction. All staff, volunteers and governors sign to confirm that they have read these documents.

The induction process is an ongoing procedure, co-ordinated by the Deputy Headmaster, and includes the School Safeguarding Policy, Code of Conduct, Whistleblowing Policy and Behaviour Policy.

Ratios and Supervision in EYFS

Cheam provides an excellent ratio of staff to children in the EYFS. The Statutory guidance for the EYFS 2017 (3.35) gives the minimum of one member of level 6 staff for every 13 children with at least one other member of staff who holds a full and current level 3 qualification. For staff below the level six qualification it is one staff member to every eight children.

During breaks, or at times when teachers are undertaking preparation, planning and assessment or are out of the classroom/not interacting directly with the children, ratios are adjusted accordingly.

Children are supervised at all times, with staffing arrangements organised to meet the individual needs of all children and should always be within sight or hearing of staff.

Contingency arrangements are in place for staff absences and emergencies. When there is staff absence, or an emergency occurs, suitable arrangements might include drawing on a pool of suitable staff, re-grouping of children, re-organising rooms and activities and re-deploying other suitable staff. When such disruptions occur there should continue to be a consistent experience for the child.

Where children attend school for longer than the normal school day, in after-school care, the recommendation that outside the school day the adult:child ratio is at 1:8 is followed with at least one member of staff holding a full and relevant level 3 (as defined by the Children’s Workforce Development Council “CWDC”) and half of all others holding a full and relevant level 2 as defined by the CWDC.

The Pre-Prep department ensures the Pre Prep School premises are safe and secure both indoors and outdoors. The School will inform Ofsted and ISI of any significant changes or events relating to the premises on which childcare is provided. Significant changes or events which must be reported to Ofsted and ISI include:

- structural alterations or an extension.
- Something which adversely affects the smooth running of the provision of care over a sustained period of time.
- Changes to the outside of the premises, such as adding a pond or removal of a fence.

Acting on Concerns

Under KCSIE if staff members have any concerns about a child (as opposed to a child being in immediate danger) they must act on them immediately. Where possible, there should be a conversation with the DSL to agree a course of action, although anyone can make a referral to Children’s Social Care (contact details are published at the end of this document). If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible. Options also include managing any support for the child internally, an early help assessment or a referral for statutory services.

Staff are to be particularly alert to the potential need for early help for a child who is disabled or who has specific additional needs, has Special Educational Needs (“SEN”), is a young carer, is showing signs of being drawn into antisocial or criminal behaviour including gang involvement and any association with organised crime. Also if they are frequently missing from home, or misusing drugs or alcohol, are at risk of modern slavery or trafficking or exploitation as defined in KCSIE 2022, or in a challenging family atmosphere, have returned home to their family from care, are showing early signs of abuse or neglect, are at risk of being radicalised or exploited or are a privately fostered child.

Staff should share information rather than assume another colleague will take action.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

Reference to Chairman of Governors

The School has a zero tolerance approach to abuse and the DSL shall immediately inform the Chairman of Governors of any matters of suspected child abuse. If an allegation is made against the Headmaster, and it is brought to the attention of the DSL, the DSL will immediately inform the Chairman of

Governors without informing the Headmaster. See the section on Allegations against staff, the Headmaster and Volunteers below.

The Board of Governors will be informed by the Chairman of Governors

References to Local Authority

The School will refer any allegations of abuse to the Hampshire Children's Services. The DSL will report a disclosure or clear evidence of abuse to the Children's services within 24 hours. If it is an emergency and the child is in imminent danger, the police will be informed. The child will be detained at school until the Hampshire Children's Services or Police can give advice or attention.

The School is committed to safeguarding children who have suffered or are likely to suffer significant harm and recognises that this is different to those who are in need of additional support from one or more agencies. The former would be reported to Children's Social Care immediately; the latter would lead to inter-agency assessment using local processes, including use of Hampshire's processes used to identify unmet needs and support children.

If the allegation is made against a member of staff then the LADO will be informed. The LADO is then required to consult with the police and social services as appropriate.

Contact details for the Local Authority and other relevant agencies are at the bottom of the policy and safeguarding details are on the Government website.

Guidance to Pupils

It is acknowledged that pupils should be taught about safeguarding, including online safety and e-safety, through teaching and learning opportunities, as part of a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education as well as child on child sexual abuse. This also includes covering relevant issues within our PSHCEE lessons, Chapels, Assemblies and a broad range of outside speakers. In addition the School aims to have a culture that challenges inappropriate behaviour so that a pupil may feel more confident in raising any issues.

Around the School and in all classrooms there is advice to pupils "Are you Happy" which lists people who pupils can talk to. By all telephones there are contact details for the Independent Listener, Childline, the Children's Rights Director and Ofsted. The concerns and wishes of the children are taken into account and their concerns are treated seriously.

Guidance to Parents

The School arranges talks with external speakers on a range of areas related to e-safety for parents to attend which informs them of the dangers of online abuse. They can then be better equipped to respond to their child's needs, concerns and online habits and recognise when issues might arise. Additionally, the Director of Digital Learning provides e-safety advice for parents in parent newsletters.

Boarders

Within the boarding community, (section 87(1) of the Children Act 1989), arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the School; and such

arrangements have regard to the updated National Minimum Standards for Boarding Schools 2022. Under KCSIE, it is noted that children in a boarding environment can be particularly vulnerable and we need to be alert to pupil relationships and the potential for peer abuse. We also need to be mindful of the fact that bullying is potentially a safeguarding matter.

If there is a case of an investigation regarding a boarding or other accommodated staff, which results in suspension, and it is of a child protection nature, that member of staff will be required to remain off-site for the duration of their suspension and will be provided with alternative accommodation away from children.

Dealing with a Disclosure

For further details on how staff should deal with a disclosure, over and above the training they are given, there is a précis of how to deal with a disclosure in the staff handbook. Coupled with this each member of staff is given a card (credit card sized) with the bullet points of dealing with a disclosure and the contact details of the DSLs.

Confidentiality

Staff must recognise that all matters relating to child protection are confidential.

The DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. However, all staff must be aware that they have a professional responsibility to share, hold and use information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

In any issues which require the referral of an allegation to the LADO there is no requirement for the School to obtain parental consent. We will consult with the Education Safeguarding Advisory Service or Social Care (First Response Team) before taking any action involving parents.

Pupils who have suffered or are likely to suffer significant harm should be reported to Children's Social Care immediately. Those pupils who are in need of additional support from one or more agencies should go through the inter-agency process, including use of Hampshire's processes used to identify unmet needs and support children. All allegations should be reported immediately and certainly within 24 hours.

Staff Recruitment

The School operates safe recruitment procedures (including DBS & birth certificate checks and compliance with Independent School Standard Regulations including checks on prohibitions, directions, sanctions and restrictions where required) and follows its 'Recruitment, Selection and Disclosures Policy' which sets out the procedures and checks carried out in the recruitment process for all new staff (including ancillary staff) with the statutory authorities. This policy has regard to KCSIE. From September 2022 digital screening is expected as part of the shortlisting process to check an applicants online presence. Any concerns highlighted can then be questioned at interview stage. For further details, contact the Director of Finance and Operations or Head of Compliance and HR.

Reporting Dismissed Staff

The School understands that it is a legal requirement to notify the Secretary of State and DfE and the DBS within 14 days if the services of a person are discontinued because they were considered unsuitable for work with children and meet the DBS criteria for referral. Failure to report constitutes an offence. Also, a referral will be made to the Teaching Regulation Agency (TRA) and to Ofsted and the ISI within

14 days where a teacher has been dismissed for misconduct (or would have been dismissed had he/she not resigned first).

EYFS Camera and Mobile Phone Policy

Children have their photographs taken to provide evidence of their achievements for developmental records (The Early Years Foundation Stage, EYFS 2007). Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of any of the children for their own records during session times.

Remote Education

During the events of Covid-19 and the associated provision of remote learning, potential safeguarding issues arose that we became aware of. We have learnt from our experiences and recognise that measures are needed to safeguard children when they are learning remotely. Guidance is available to support schools to understand how to keep pupils safe and this guidance can be found at www.gov.uk/guidance/safeguarding-and-remote-education. This can also be read alongside KCSIE Part 2 paragraphs 139 and 140. As a school we maintain regular contact with parents to reinforce the importance of children being safe online and we ensure our systems filter and monitor online use.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

KCSIE makes clear the link between mental health and safeguarding, and stresses the role that the school plays in detecting possible problems and supporting good mental wellbeing. The school recognises that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental (as well as physical) health and development.

There are clear systems in place for identifying possible problems, and for escalating concerns with written protocols in place for managing pupils with mental health issues. There are many resources available from Public Health England amongst others. Mental wellbeing forms a part of the PSHCEE programme for pupils, as well as being central to ongoing tutorial conversations. Pastoral staff have access to CPD in respect of recognising and responding to the signs of mental ill health. Understanding the link between feeling emotionally safe, resilient and supported by trusted adults, and effective learning, is central to the school's educational ethos. In addition, staff should also be aware that adverse childhood experiences can have a lasting impact on the mental health, behaviour, education and wellbeing of young people.

The pastoral structure promotes the rapid communication of concerns to and from a child's form tutor, to and from the DSL (where there may be additional safeguarding concerns), and to and from the wider pastoral team.

All staff, in whatever role, should raise any concern about a pupil's mental health without delay, and should follow up the concern as appropriate. If a member of staff is concerned that a pupil is in immediate danger (eg because of behaviours indicating self harm or suicidal ideation) then they should remain with the pupil, while seeking urgent help from other staff. This may include calling 999.

The school seeks to work closely with parents and others, as appropriate, to share resources and training, to promote mental and emotional wellbeing and to obtain access to appropriate and timely support and intervention.

Children in Need

The school recognises and understands the need to support pupils, who may be in difficulty for different reasons, including potential abuse, but also, importantly, children who are in need of particular support due to self-harm, missing education, mental health or other issues including domestic abuse or violence or gangs as well as vulnerability of children with SEND.

Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the procedure for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including the types of abuse detailed in Appendix A and to help prevent the risks of their going missing in future.

Office staff receive the registers in the morning and afternoon and will contact parents in the case that a child has an unexplained absence. The School will inform the local authority of any pupil who fails to attend School regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, although common sense suggests that the Local Authority would be contacted by us, in practice, considerably earlier than this time frame.

If a pupil was discovered to be missing during the course of a School day, there is a procedure to follow, which is contained within the Missing Child and Missing Pupil Procedures and located at key telephones.

Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of School and/or can occur between children outside of this environment. All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Serious Violence

All Staff should be aware of indicators which may signal children are involved in or at risk from serious violent crime. These may involve absence from School, a change in friendships or other relationships with older individuals and groups, a significant decline in performance, signs of self harm or a change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. The increase in risk factors may include being male, being frequently absent from school, child maltreatment or being involved in theft or robbery.

Prevent

All pupils must be protected from extremism. With this in mind the school has a 'Prevent Duty', contained within the Prevent Policy to update all staff. Senior managers and key staff have undergone online training in the Channel Programme (a voluntary, confidential support programme for vulnerable pupils). As with managing other safeguarding risks, staff should be alert to changes in children's

behaviour which could indicate that they may be in need of help or protection. School 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. Advice will be sought from the police and other agencies as appropriate.

Child Sexual Exploitation and Child Criminal Exploitation

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE) 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 or criminal activities. What typically marks out exploitation is an imbalance of power in the relationship. However, it also important to recognise that some young people who are being exploited do not exhibit any external signs of this abuse. The experiences and indicators of boys and girls being criminally exploited can be very different.

Honour Based Abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Staff should be aware of the effects of witnessing domestic abuse can have on children.

Female Genital Mutilation

We believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including amongst others Egypt, Sudan, Somalia and Sierra Leone.

Although the School currently has no children from these backgrounds and consider girls in our school safe from FGM, it is noted that section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a legal duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

County Lines

County Lines involve gangs importing illegal drugs & children can be recruited into these operations. Drugs can be concealed internally to avoid detection. One of the ways of identifying potential involvement is children missing episodes at school and home. If a child is considered to be involved then a safeguarding referral should be considered alongside local services/third sector providers who offer support to victims of county lines exploitation.

Use of School Premises for Non-School Activities

If the School hires out its premises to other organisations, it will ensure that appropriate arrangements are in place to keep the children safe.

Allegations against Staff, the Headmaster or Volunteers

If any member of staff, (which includes teaching or non-teaching, including volunteers and supply teachers), has reason to believe that a member of the School staff other than the Headmaster or DSL has abused a pupil, or has witnessed or been informed of any misconduct, whether or not toward any specific pupil or pupils, of a kind that might be expected to develop into abuse or improper behaviour towards pupils, that suspicion must be reported to the DSL immediately. Such a suspicion may arise from an allegation by a pupil or from observed behaviour and it is imperative that the member of staff informs the DSL immediately. The DSL will contact the LADO for advice immediately and certainly within 24 hours. The subject of the allegation will be informed as soon as it is possible to do so, but always following advice from the LADO and other agencies including the police where appropriate. The DSL will keep the Headmaster informed in all cases other than where the Headmaster is the subject of the allegation.

Where the subject of the allegation is the Headmaster, then the Chairman of Governors should be informed immediately without informing the Headmaster. The Chairman of Governors will liaise directly with the Local Authorities and services as appropriate or may ask the Vice Chairman, to liaise with those authorities or services on his behalf.

If the subject of the allegation is the DSL, then the Headmaster should be informed immediately, or in his absence the Deputy DSLs, without informing the DSL. The Headmaster will liaise directly with the relevant Local Authorities and services.

The School's disciplinary procedure will be treated as a separate issue from Child Protection and is detailed in the Disciplinary Procedure. The member of staff concerned will however immediately be suspended from duty pending further advice from the LADO who will be responsible for liaising with the Police and Social Services. If the allegation is against a member of the boarding staff the school will make arrangements for alternative accommodation away from children if the staff member is suspended pending investigation of a child protection nature.

The School has a Whistle-Blowing policy and recognises that staff are free to raise concerns, including poor and unsafe practice and potential failures in the safeguarding regime, in a confidential fashion. If the concern is regarding a safeguarding issue the member of staff is able to refer the issue directly to the children's Social Care themselves.

If there is an allegation against a person outside the School Community the DSL will approach the LADO and seek assistance in obtaining advice from external agencies.

KCSIE provides the most recent guidance on this issue. If an allegation is made against a teacher the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. Schools must not undertake their own investigations of allegations without prior consultation with the LADO, or in the cases of 'serious harm' or a possible crime, the police, so as not to jeopardise statutory investigations. Discussions with the LADO may be held informally and without naming the School or individual.

The School has an open and transparent culture and in instances where there is low level concern (eg being over friendly with children, having favourites, taking photos of children on their mobile phone, engaging with a child on a one on one basis or behind a closed door, using inappropriate, sexualised, offensive or intimidating language) these will be dealt with promptly. All low level concerns should be reported to the Headmaster confidentially and there is a link available on the Staff Portal on Teams for reporting low level concerns. Additionally staff may use this link to self report to the Headmaster any

instances which they have found themselves in which could be misunderstood or misconstrued. For supply staff & contractors reports are shared with their employers. Any patterns of inappropriate behaviour are identified and the School can then decide on a course of action via its disciplinary procedures (or referral to the LADO if the harms threshold is met). The person sharing their concern should also be noted whilst respecting any wish to remain anonymous. The School will decide if there are wider cultural issues that need to be addressed and if additional training might minimise the risk of recurrence.

Allegations of Abuse by a Pupil

If an allegation of abuse is made against a pupil and there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the pupil may be suspended from the School during the investigation. The School has a strong commitment towards anti-bullying. Bullying must be recognised as a possible abuse situation and as a result a potential safeguarding issue and this policy should be read in conjunction with the school's Anti Bullying Policy. Sexting and abusive banter is also seen as peer abuse and is unacceptable as is gendered abuse.

The School will refer the matter to Children's Services via the professionals line or by completing an Inter-Agency Referral Form. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that the child is supported during the interview by an appropriate adult. The School will take legal advice on any investigation at the point where it reaches the legal threshold.

If the abuse is by one or more pupils against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm' then any such abuse should be referred to the local agencies. In the event of such disclosures about child on child abuse the School should ensure that all pupils involved, whether perpetrator or victim, are treated as being 'at risk'. All levels of child on child abuse are recorded on CPOMS and all victims and perpetrators will be supported through the pastoral care system and the use of a school counsellor and external agencies where required.

In relation to child on child sexual violence and sexual harassment the School will follow the guidance as set out in KCSIE and staff are trained in management of reporting on child sexual violence and sexual harassment as part of their child protection training. It is important that all staff recognise the signs of child on child abuse, challenge any inappropriate behaviours and speak to the DSL with any concerns. There is also a dedicated NSPCC phone line (number at the end of this document) for anyone who has been a victim of sexual abuse. The different types of child on child abuse are listed in Appendix A but may include (but not be limited to) bullying (including cyber bullying), sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; upskirting, sexting and initiating/hazing type violence and rituals. Children with SEND are more likely to be at risk and additional barriers may be present making it more difficult to recognise. Procedures to minimise the risks include inter alia discussion within the PSHCEE discussions that no child on child abuse is ever tolerated or passed off and is always taken seriously. The School will always look to acknowledge sexual violence and abuse and call it out as unacceptable behaviour. If there is any reason for concern or if a child does not report sexual abuse directly to a member of staff but is overheard discussing it, the member of staff should act on that conversation immediately. The way the School responds will have impact on the perpetrator and the victim.

The Use of Reasonable Force

Reasonable Force may be used in scenarios where to do so would safeguard the child and where reasonable means using no more force than is needed. Staff should recognise the additional vulnerability when considering using reasonable force with children with SEN. Positive and proactive behavioural support is used at all times to minimise the need to use reasonable force.

Child Volunteering Information

If a child volunteers information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through 'think books', role play etc. The role of the member of staff or volunteer hearing this is to listen but not undertake any investigation of the potential abuse. That is the role of the DSL and/or child protection agencies

When a child confides in you, this is what you should do:-

- give the child undivided attention;
- show concern, support and warmth but don't show emotions, distress or negative reaction; be re-assuring
- listen carefully;
- allow the child to tell what s/he wants to say but do not ask unnecessary questions or details except to be clear that the child is indicating abuse or neglect. It is important to know what the child is saying and if the child is hurt or might be in need of medical attention
- deal with the allegation in such a way that the child does not have to repeat the information to different people within the school; it is important to know if an incident has happened recently and whom the child is saying has hurt her/him
- make careful records of what was said, straight away, record the time, date, place and people who were present, as well as what was said, using child's own language and colloquialisms.
- negotiate getting help;
- find help quickly;
- do not malign the character of the alleged perpetrator.

Things you should not do:

- jump to conclusions;
- try to get the child to 'disclose';
- ask for lots of details about the alleged event(s);
- speculate or accuse anybody yourself;
- make promises you can't keep, such as total confidentiality;
- pre-empt or prejudice an investigation by leading the child with closed questions

Contact Details

Designated Safeguarding Lead
Matt Small

01635 267817

Designated Deputy Safeguarding Leads
Tom Haigh (Deputy Headmaster)
Jenifer Hillman (Head of Pre Prep)

01635 267819

01635 267816

Rachel Penberthy (Head of Household)	01635 268242
Nominated Safeguarding Governor Louise Moelwyn-Hughes	01635 268381
Hampshire Children's Services (Out of Hours 0845 600 4555)	0845 603 5620
Hantsdirect Children's Services (Professional number)	01329 225379
Local Authority Children's Social Care Email childrens.services@hants.gov.uk	0300 555 1384
LADOs (Fiona Armfield, Mark Blackwell & Barbara Piddington)	01962 876364
Young people and adults can contact the NSPCC helpline, Report Abuse in Education on: or email help@nspcc.org.uk	0800 136 663 or 0808 800 5000
NSPCC Whistleblowing	0800 028 0285 help@nspcc.org.uk
TRA	020 7593 5393
LSCP Manager https://hampshirescp.org.uk	01962 876231
Police	0845 0454545
ISI	020 7600 0100
Ofsted	08456 404040 / 0300 123 4666
NSPCC Child Protection Line	0808 800 5000
Department of Education extremism helpline counter.extremism@education.gsi.gov.uk	020 7340 7264
DBS:	https://www.gov.uk/government/organisations/disclosure-and-barring-service/about
Covid-19	https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers

Useful Publications

National Police Chiefs' Council (NPCC) guidance - When to call the police

Mental Health and behaviour in schools, DfE, Nov 2018

What to do if you are worried a child is being abused – advice for practitioners, March 2015

NSPCC website for additional information on types of abuse

Reviewed: Sep 2022 (updated in line with KCSIE Sep 2022)

Compliance: Sept 2022 (KCSIE Sep 2022)

Safeguarding Policy (Appendices)

Appendix A

- Types of Abuse and Neglect

Appendix B

- Child Protection Procedure – A Step By Step Guide

Appendix C

- Role of the Designated Safeguarding Lead (From KCSIE, Annex B, September 2022)

Appendix A

Types of Abuse and Neglect

Staff at Cheam should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another and may include bullying, physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexual violence or sexual harassment, sexting, upskirting; initiation/hazing type violence and rituals. We must be aware of the potential use of online systems which can be used wholly as a form of abuse or can be used to facilitate offline abuse. In addition we should be aware of child on child sexual abuse between children.

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 (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They 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 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

Child Sexual Exploitation (CSE) is a form of sexual abuse and involves sexual harassment and sexting, the sharing of nude and semi-nude images, 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 or upskirting. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the

internet) and sexual or sexist name calling. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children in child on child sexual abuse.

Domestic abuse

The Domestic Abuse Act 2021 recognises domestic abuse on children if they see, hear or experience the effects of 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 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);
- ensure access to appropriate medical care or treatment.
- failing to respond to a child's basic emotional needs.

A previously looked after child remains vulnerable and staff must have the required skills to protect the child and work with all the agencies involved. In the event that the School had any pupils who were from foster care and/or leaving a carer, the DSL must liaise with the local authority personal advisor.

Child abuse - possible indicators

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree:

Sexual

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Starting to wet again, day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism.
- Noticeable discomfort in their genital or anal area

Physical

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted.

Emotional

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ("I'm stupid, ugly, worthless, etc")
- Over-reaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ("I deserve this")
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression.

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

Note: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone. (KIDSCAPE)

Appendix B

Child Protection Procedure – A Step By Step Guide

When abuse of a pupil is suspected or alleged, staff should follow these simple procedures:

The following is a copy of the credit card sized, aide memoire that is issued to all staff in their induction and again at Child Protection training. The DSL has spare copies if required.

CHILD PROTECTION

Dealing with disclosure

STOP! Please follow this procedure carefully

1. Listen. Do not ask leading questions. Make notes.
2. Believe. Reassure the child.
3. Do not promise confidentiality.
4. Accept the child's feelings.
5. Do not keep the information disclosed to yourself.
6. Pass the information (and your original notes) to the Assistant Headmaster as the DSL.
7. Encourage the child by your continued interest after the disclosure.

Questioning Skills

Closed Questions

Do

Did

Can

Would

Could

Are etc.

Open Questions

Tell mewhere

Who

Describe

How

What

When

Show me

Talk

Avoid using 'Why?' This can confuse a child and leads to feelings of guilt.

Initial Responses to child

Do say:

'Thank you for telling me'

'I am sorry it has happened to you'

'I am going to help you, and will tell you what I am going to do'

'It should not have happened'

'You are not to blame'

When you are returning to see the child:

What you will have done by then and / or who you will bring with you

Honestly what you believe may happen in the immediate future

Do not say:

'It will be all right soon'

Anything which you will not be able to fulfil

It's anybody's fault

Appendix C

Role of the Designated Safeguarding Lead (as of KCSIE 2022)

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the School or college leadership team, is appointed to the role of Designated Safeguarding Lead (“DSL”). The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder’s job description. This person should have the appropriate status and authority within the School to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy Designated Safeguarding Leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy DSLs. Any deputies should be trained to the same standard as the DSL and the role should be explicit in their job description. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

Manage Referrals

The DSL 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 DSL is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the Headmaster 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 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, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) 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 DSL (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 DSL should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, 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 including children being harmed outside the home.
- 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 SEN and young carers;118
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the GDPR;
- 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 and in a separate confidential file for each child; details should also be kept of how each concern was followed up & resolved
- 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 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 may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, 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.

Raise Awareness

The DSL 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 Governors 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.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and School staff. Their role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child Protection File

Where children leave the School (including for in-year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible and within five days for an in-year transfer or within 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be sent. Receiving Schools and colleges should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEN in colleges, are aware as required. In addition to the child protection file, the DSL 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 DSL (or a deputy) should always be available (during School hours) for staff in the School to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for the School, working with the DSL, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for the School and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.