

WARWICK INDEPENDENT SCHOOLS FOUNDATION

Author	Designated Safeguarding Leads at WISF Schools
Reviewed	28 December 2020 effective from January 2021
Version	8.4
Date of Approval	Education Committee:
Next Review	Summer Term 2021

WISF CHILD PROTECTION and SAFEGUARDING POLICY

Updates over the academic year:

1. Updated details for DSL and DDSL at King's High from January 2021
2. Updated details for Head Master at King's High from January 2021
3.
4.

Signed

Reviewed by:

DSL:

DDSL:

Nominated governor:

NOTE: Warwick Independent Schools Foundation ("the Foundation") includes two schools: Warwick School including Warwick Junior School, and King's High School for Girls and Warwick Preparatory School ("the Schools")

CONTENTS

1.	WHAT TO DO IF YOU HAVE A CONCERN	5
2.	POLICY STATEMENT AND PRINCIPLES	6
	a. Policy development, review, and implementation.....	7
	b. Child protection statement	7
	c. Policy principles.....	7
	d. Policy aim:.....	8
	e. Terminology	8
3.	SAFEGUARDING LEGISLATION AND GUIDANCE	9
4.	ROLES AND RESPONSIBILITIES	10
	a. The Designated Safeguarding Lead (DSL)	11
	b. The Deputy Designated Safeguarding Leads.....	13
	c. The Governing body.....	13
	d. The Head of each School:	15
	e. Parents	16
5.	GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT POLICY	16
6.	ABUSE OF TRUST	17
7.	CHILDREN WHO MAY BE PARTICULARLY VULNERABLE.....	17
8.	MULTI-AGENCY WORKING	18
9.	EARLY HELP AND USE OF THE CHILD AND FAMILY SINGLE ASSESSMENT	19
10.	ATTENDANCE	20
11.	CHILDREN MISSING EDUCATION	20
12.	HELPING CHILDREN TO UNDERSTAND AND RECOGNISE RISK AND IDENTIFY AVAILABLE SUPPORT (INCLUDING ONLINE SAFETY)	22
13.	SUPPORT FOR PUPILS, FAMILIES AND STAFF INVOLVED IN A CHILD PROTECTION ISSUE	23
14.	COMPLAINTS PROCEDURE	24
15.	WHISTLEBLOWING: IF STAFF HAVE CONCERNS ABOUT A COLLEAGUE.....	24
16.	ALLEGATIONS AGAINST A MEMBER OF STAFF, SUPPLY STAFF OR VOLUNTEER.....	25
	a. Introduction	25
	b. Initial Response.....	27
	c. Timescales.....	28
	d. Suspension	28
	e. Support for those involved: Employees and Volunteers	29
	f. Support for those involved: Parents or Carers of the Child/Children Involved.....	29
	g. Confidentiality	30
	h. Information Sharing	30
	i. Oversight and Monitoring.....	31
	j. Record Keeping.....	31
	k. Resignations and 'Settlement Agreements'	31
	l. References.....	32
	m. Action Following a Criminal Investigation or a Prosecution	32
	n. Action on Conclusion of a Case, Including Referrals to the Disclosure and Barring Service (DBS) or the Teaching Regulation Authority (TRA)	32
	o. Action in Case of Unfounded or Malicious Allegations	33
	p. Learning Lessons	33
	q. Whistleblowing	33
17.	STAFF TRAINING	33
18.	SAFER RECRUITMENT	34

a.	Regulated Activity	36
b.	Volunteers.....	36
c.	Supervised volunteers	36
d.	Contractors	36
e.	Visitors	36
19.	SITE SECURITY	36
20.	BEHAVIOUR MANAGEMENT	36
21.	RECORD KEEPING	37
22.	CONFIDENTIALITY AND INFORMATION SHARING	38
23.	EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS	40
24.	PHOTOGRAPHY AND IMAGES.....	40
25.	ONLINE SAFETY	40
26.	CHILD PROTECTION PROCEDURES	42
a.	Recognising abuse.....	42
b.	Types of Abuse	43
c.	Indicators of abuse.....	44
d.	Impact of abuse.....	45
e.	Taking action.....	45
f.	Notifying parents	47
g.	Making a referral to Children’s Social Care.....	47
h.	Children with sexually harmful or inappropriate behaviour, sexual violence and sexual harassment	48
i.	Child criminal exploitation and child sexual exploitation.....	50
j.	Peer on peer / child on child abuse	51
k.	Serious Violence	52
l.	Contextualised Safeguarding	53
m.	Reporting directly to child protection agencies	53
27.	SPECIAL CIRCUMSTANCES	53
a.	Children who are looked after, were previously looked after or have a social worker...53	53
b.	Female Genital Mutilation (FGM).....	54
c.	Preventing Radicalisation	54
d.	Forced Marriage	56
e.	So-called ‘Honour Based Abuse (HBA) including Female Genital Mutilation and Forced Marriage.....	56
f.	Domestic Abuse	56
g.	Gang Violence	56
h.	Private Fostering Arrangements	57
i.	Work Experience	57
j.	Children Staying with Host Families	57
k.	Boarding Schools	57
l.	Children with special educational needs and disabilities (SEND) or have mental health needs	59
	APPENDIX 1 Written confirmation following a child protection referral.....	60
	APPENDIX 2 Suggested wording for School Prospectus.....	61
	APPENDIX 3 Standards for Effective Child Protection Practice in Schools and contacts	62
	APPENDIX 4 Taken from KCSIE 2020	64
	APPENDIX 5 Helping children to keep themselves safe including online safety	65
	APPENDIX 6 Useful Contact details	67
	APPENDIX 7a Form C: Logging a concern about a child’s safety and welfare.....	69
	APPENDIX 7b MyCONCERN	71

APPENDIX 8 Form D Logging concern about the behaviour of a member of staff/volunteer.....	72
APPENDIX 9 Types of Abuse.....	74
APPENDIX 10 (replaced by Appendix 11 – 1 June 2020).....	77
APPENDIX 11 Addendum to the WISF Child Protection & Safeguarding Policy	85
APPENDIX 12 Mental Health.....	93

1. WHAT TO DO IF YOU HAVE A CONCERN

This policy is in accordance with Warwickshire Safeguarding (WS) procedures. However, if you have an urgent concern, the procedure is as below.

If you are concerned that a child is in immediate danger:

- Report your concern **immediately** to the lead DSL (or Deputy if they are not available) as quickly as possible immediately when there is evidence of physical or sexual abuse and certainly by the end of the day;
- In an emergency take the action necessary to help the child, for example, call 999;
- The Governing Body has agreed that each School within the Foundation can determine how concerns can best be raised. Details are given below, with further information in **Appendix 7a** and **7b**.
- If you work at:

*Any of the following:
King's High and Warwick Prep
School Shared Services
More the one school within in the
Foundation
Warwick School (but without
access to a computer):*

Complete a green Form C
"Logging a concern about a
child's safety and welfare". These
can be found in the various staff
areas across the foundation, or
Appendix 7a of this document.

*Warwick School and have access to
a computer:*

Raise your concern in the first
instance via MyConcern. See
Appendix 7b for a screen print of this
page.

You may subsequently be asked to
complete a Green Form C

If you have seen or been told something that is a cause for concern, but the child is not in immediate danger:

- If you work at:

*Any of the following:
King's High and Warwick Prep
School Shared Services
More the one school within in the
Foundation
Warwick School (but without
access to a computer):*

Complete a green Form C
"Logging a concern about a
child's safety and welfare". These
can be found in the various staff
areas across the foundation, or
Appendix 7a of this document.

*Warwick School and have access to
a computer:*

Raise your concern in the first
instance via MyConcern. **See**
Appendix 7b for a screen print of this
page.

You may subsequently be asked to
complete a Green Form C

You can also make a direct referral to Warwickshire Multi-Agency Safeguarding Hub (MASH) on 01926 414144.

If you have a concern about a colleague:

Complete a yellow Form D “Logging a concern about the behaviour of a member of staff or volunteer” and pass to the relevant Head. These can be found in the various staff areas across the Foundation, or **Appendix 8** of this document. Alternatively, staff are free to approach the relevant Head directly to discuss their concerns. If your concern is urgent, you should attempt to see the Head immediately. If the Head is out of school, you should contact the Deputy Head.

If the concern relates to the Head Master, Dr Stephen Burley of Kings High School, you should contact the Chair of Foundation Governors: Mr David Stevens (07739 539827), who will also inform the Principal, Mr Richard Nicholson.

If the concern relates to the Head Master, Mr James Barker of Warwick School you should contact the Chair of Foundation Governors: Mr David Stevens (07739 539827), who will also inform the Principal, Mr Richard Nicholson.

If the concern relates to the Headmistress, Hellen Dodsworth of Warwick Prep School, you should contact the Head, Dr Stephen Burley at King’s High School who will also inform the Principal, Mr Richard Nicholson.

If the concern relates to the Headmaster, Mr Andrew Hymer of Warwick Junior School, you should contact the Head Master, Mr James Barker at Warwick School who will also inform the Principal, Mr Richard Nicholson.

If the concern relates to the Principal, Mr Richard Nicholson, you should contact the Chair of Governors: Mr David Stevens (07739 539827).

You can also make a direct referral to the Local Area Designated Officer (LADO) on 01926 743433

2. POLICY STATEMENT AND PRINCIPLES

This policy is in accordance with statutory guidance and those of the locally agreed multi-agency safeguarding arrangements put in place by Warwickshire Safeguarding (WS). It is one of a series in the Foundation’s integrated safeguarding portfolio and should be read in conjunction with the following Foundation and School documents:

- Staff Code of Conduct Policy
- Behaviour
- Complaints procedure
- Anti-bullying
- Whistleblowing
- SEND
- Missing children
- Safer recruitment
- Disciplinary
- Forced Marriage Policy
- Policy on the Use of Force to Control or Restrain Pupils
- Online Safety
- Use of Images Policy
- Early Years Foundation Stage

This policy applies equally to EYFS, KS1, KS2, KS3, KS4 and KS5. It can be found on the Schools’ websites and is available to parents on request. All staff and volunteers are required to read it and confirm they have done so in writing before commencing work in the Schools.

The Foundation’s safeguarding arrangements are inspected by Independent Schools Inspectorate under the judgements for welfare, health and safety, and governance, leadership & management.

Our core safeguarding principles are as follows:

- To be responsible for safeguarding and promoting the welfare of children, which is of paramount

importance.

- To ensure that our pupils are safe and feel safe, and so are better equipped to learn.
- To create an environment where staff feel able to raise any concerns, and where they feel supported in their safeguarding role.
- To be willing to believe that child protection issues can arise anywhere, both inside and outside the School.
- To understand the importance of early help/intervention and careful listening.
- To understand the need for an appropriate response.

a. Policy development, review, and implementation

- The Foundation is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Representatives of the School's communities will therefore be involved in policy development and review.
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review. The review includes an assessment of the effectiveness of the Child Protection Policy. Processes will also be reviewed in light of any failings identified, for example, in light of a substantiated allegation against a member of staff, in consultation with the Local Authority Designated Officer (LADO).
- If, at any point, there is a risk of immediate serious harm to a child (including concerns regarding radicalisation) a referral will be made to Children's Social Care (refer via MASH) immediately. **Anybody can make a referral.** If the child's situation does not appear to be improving, any staff member with concerns should press for re-consideration, either to the DSL or direct to the Local Authority. Staff may invoke Whistleblowing processes if so desired (see Whistleblowing Policy). Concerns will always be taken seriously and should always lead to help for the child at some stage.
- Through regular and frequent training (at least annually) and through regular updates, we promote an attitude of 'It could happen here' where safeguarding is concerned. All staff members are aware of the necessity of maintaining such an attitude at all times. When concerned about the welfare of a child, staff members should always act in the best interests of the child, an approach which is reinforced through the training programmes delivered in the Schools.

b. Child protection statement

The Foundation recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with statutory guidance and those of the locally agreed multi-agency safeguarding arrangements put in place by Warwickshire Safeguarding (WS).

c. Policy principles

- Safeguarding is everyone's responsibility
- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Children who are safe and feel safe are better equipped to learn.
- The Foundation is committed to safeguarding and promoting the welfare of children and young

people and expects all staff and volunteers to share this commitment. All adults are required to take all welfare concerns seriously and to encourage children and young people to talk to them about anything that worries them. Staff will always act in the best interests of children.

- Due to their day-to-day contact with pupils, staff in schools are uniquely placed to observe changes in children's behaviour and the outward signs of abuse, neglect, exploitation and radicalisation. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all Foundation staff are alert to the signs of abuse, are approachable and trusted by pupils, listen actively to children and understand the procedures for reporting their concerns. The school will act on identified concerns and will provide early help to prevent concerns from escalating.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is
- at risk of harm at home, in the community or in school.
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

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 and/or the police immediately. **Anybody can make a referral.** If the child's situation does not appear to be improving, any staff member with concerns should press the Designated Safeguarding Lead for re-consideration.

- If a member of staff remains concerned about a child, they can discuss their concerns with the
- relevant Head, another DSL or contact the Education Safeguarding Manager for additional advice as necessary (contact details in **Appendix 6**).
- Pupils and staff involved in child protection issues will receive appropriate support.

d. Policy aim:

- To promote the safety and well-being of pupils at the Schools.
- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the School's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- To contribute to the Foundation's safeguarding portfolio.

e. Terminology

- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.
- **Staff** refers to all those working for or on behalf of the Foundation, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents
- **Child** includes everyone under the age of 18

3. SAFEGUARDING LEGISLATION AND GUIDANCE

The Foundation recognises the responsibility it has under Section 157 of the *Education Act 2002* and the *Education (Independent School Standards) Regulations 2014* requiring proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

The Foundation follows:

- The **Teacher Standards 2013** which states that teachers, including Heads, should safeguard pupils' wellbeing, in accordance with statutory provisions; and maintain public trust in the teaching profession as part of their professional duties.
- Departmental advice COVID-19: safeguarding in schools, colleges and other providers. COVID 19: (KCSIE 2020) refers to the supplementary guidance available and continually updated by the DE to supplement management of these exceptional circumstances. **See Appendix 11** for WISF response June 2020.
- The statutory guidance *Working Together to Safeguard Children (July 2018)* which covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for the three local safeguarding partners (the local authority; a clinical commissioning group for an area, any part of which falls within the local authority; and the chief officer of Police for a Police area, any part of which falls within the local authority area) to make arrangements to work together to safeguard and promote the welfare of local children including identifying and responding to their needs. The guidance confirms that it applies, in its entirety, to all schools.
- The statutory guidance *Keeping Children Safe in Education (September 2020)* including the Disqualification under the Childcare Act 2006 (August 2018) and the advice on *What to do if you are worried a child is being abused (March 2015)*

The Foundation will have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. All staff will read Part One KCSIE (September 2020), and Annex A of this guidance each year and all staff are emailed a copy and can also find a copy on the Staff Notice Board. Copies of *KCSIE Part One* and *What to do if you are worried a child is being abused 2015 – Advice for Practitioners* can be found on the Staff Notice Board.

- In the statutory Prevent Duty guidance issued in the *Counter-Terrorism and Security Act 2015* (CTSA 2015), School policies and procedures have “due regard to the needs to prevent people from being drawn into terrorism”, with particular reference to the guidance for school’s paragraphs 57–76 (Prevent Duty guidance June 2015) (see Point 25 below). In addition, the *Use of Social Media for Online Radicalisation (July 2015)* advice is followed.

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse, around 20% of children will suffer some form of abuse, one child in six is exposed to violence in the home and disabled children are three times more likely to be abused and neglected. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem.

Due to their day-to-day contact with pupils, all staff in school are uniquely placed to observe changes in children’s behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse, can identify emerging problems, are approachable and trusted by pupils/students, listen actively to children and understand the procedures for reporting their concerns. No single professional can have a full picture of a pupil’s need and circumstances and all staff need to work together in a co-ordinated

approach to safeguard each pupil. The Foundation can then act on identified concerns and provide early help to prevent concerns from escalating.

4. ROLES AND RESPONSIBILITIES

Key personnel

The designated and deputy designated safeguarding lead (DSL & DDSL) at each of the Foundation Schools are as follows:

King's High:

DSL – Shirley Watson DH(P)
07827 876 368

Deputy DSL - Caroline Renton (Senior Deputy Head)
Deputy DSL – Stephen Burley (Head)
Deputy DSL – Celia Tedd (Head of KS4)

Contact Details - Email

s.watson@kingshighwarwick.co.uk

c.renton@kingshighwarwick.co.uk
s.burley@kingshighwarwick.co.uk
c.tedd@kingshighwarwick.co.uk

Warwick Prep School:

DSL - Deborah Ward (Head of Prep)
07778 465726

Deputy DSL - Gillian Smeeton (Head of Pre-Prep)

d.ward@warwickprep.com

g.smeeton@warwickprep.com

Warwick Prep follows the Arrangements for Early Years Foundation Stage (EYFS) outlined in Keeping Children Safe in Education (September 2020)

Warwick School:

DSL – Richard Thomson (Deputy Head Pastoral)
07896004558

Deputy DSLs – Senior School:
Brian Davies (Head of Upper School)
Keith Davenport (Head of Middle School)
Deputy DSLs – Junior School

Andrew Hymer (Headmaster)

Heather Mellor (Head of Lower School in the JS)

r.thomson@warwickschool.org

b.davies@warwickschool.org
k.davenport@warwickschool.org

a.hymer@warwickschool.org
h.mellor@warwickschool.org

Other staff trained to undertake the functions of the DSL are:

King's High:

Emma Williams (Well-being Mentor)
Charlotte Murphy (Head of Sixth Form)
Cat Price (Staff Mentor and Director of Drama)
Lynsey Steinhaus (Currently on maternity leave)

e.williams@kingshighwarwick.co.uk
c.murphy@kingshighwarwick.co.uk
c.price@kingshighwarwick.co.uk
l.steinhaus@kingshighwarwick.co.uk

Warwick Preparatory School:

Hellen Dodsworth (Headmistress)
Dee Alder (Deputy Head)

h.dodsworth@warwickprep.com
d.alder@warwickprep.com

Warwick School:

David Bull (Boarding Housemaster)
Alex Wilson (Pastoral Support Manager)
Linda Allan (Head of Curriculum Support)
Kate Poole (Assistant Head of Sixth Form)
Martyn Colliver (Head of Computing)
Kim Wyatt (Deputy Head Teaching and Learning)

d.bull@warwickschool.org
a.wilson@warwickschool.org
l.allan@warwickschool.org
k.poole@warwickschool.org
m.colliver@warwickschool.org
k.wyatt@warwickschool.org

Shared Services

Jayne Jones (Head of HR)

j.jones@warwickschools.co.uk

The nominated Safeguarding/Child Protection Governor is:

Mrs Anne Wilson

An.Wilson@warwickschools.co.uk

The Heads of the Foundation Schools are as follows:

King's High – Dr Stephen Burley

s.burley@kingshighwarwick.co.uk

Warwick School – Mr James Barker

j.barker@warwickschool.org

Warwick Prep – Mrs Hellen Dodsworth

h.dodsworth@warwickprep.com

Warwick Junior School – Andrew Hymer

a.hymer@warwickschool.org

All Foundation DSLs are members of the senior leadership team of their respective School. They will co-ordinate child protection arrangements and to ensure that there are appropriate cover arrangements, and disseminate that information accordingly.

a. The Designated Safeguarding Lead (DSL)

The DSLs fulfil the same responsibilities at each of the Schools. Each DSL:

- Is a senior member of staff from the school's leadership team and therefore has the status and authority within the School to carry out the duties of the post, including committing resources and supporting and directing other staff.
- Is responsible for managing referrals and is expected to:
 - Refer cases of suspected abuse to the local authority (Children's Social Care) or the Police as required; (NPCC- When to call the police guidance <https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>)
 - Support staff who make referrals to local authority children's social care and ensure they do everything they can to support social workers when Children's Social Care become involved;
 - 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.
- Works with others, including:
 - liaising with the Head to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
 - liaising as required with the case managers and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
 - liaising with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies; and
 - acting as a source of advice, support, and expertise for staff and being available during term time (during school hours) for staff in the School to discuss any safeguarding concerns. The DSL/DDSL and Heads are also available out of schools hours and arrangements are made for out of term activities.
 - Working with other agencies including the relevant statutory and voluntary agencies including the local safeguarding partnership.
- Undertakes 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;
 - in Prevent awareness;
 - to continue to keep their knowledge and skills 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, but 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 intervention, for example, through locally agreed common and shared assessment processes such as early help assessments.
- can attend and/or contribute to child protection conferences, strategy meetings and multi-agency sexual exploitation (MASE) meetings.
- 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; children who are looked after or were previously looked after; and young carers and oversees the provision of effective pastoral support.
- are able to keep detailed, accurate, and secure written records of concerns and referrals.
- Understands and supports the School with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Understands, and has overarching responsibility for the School with regards to promoting online and digital safety.
- Notifies Children's Social Care if a child with a child protection plan is absent for more than two days without explanation;
- Obtains access to resources and attends any relevant or refresher training courses.
- Encourages 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.
- Raises awareness through:
 - ensuring the School's child protection policies are known, understood and used appropriately;
 - ensuring the School's child protection policy is reviewed annually (as a minimum) and the
 - procedures and implementation are updated and reviewed regularly, working with governing body regarding this; and
 - ensuring 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

 - linking with Warwickshire Safeguarding (WS).to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
 - Helping to 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 leadership staff. Support 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.
- Manages the Child Protection file and, where children leave the School, ensures 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. If the child is the subject of an open case to Children's Social Care, the pupil's social worker is also informed.

- Ensures that the relevant Head is aware of the responsibility under *Working Together to Safeguard Children 2018* to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Local Authority Designated Officer (LADO) within **one working day** prior to any internal investigation; and promptly to the Disclosure and Barring Service (DBS) as appropriate.
- Acts as case manager in the management of allegations concerning members of staff and volunteers, as directed by the relevant Head.
- Makes verbal and written reports as required to the Governing Body, each term, with a full, overarching review annually.
- In addition, the DSLs from each School meet at least termly with the designated Safeguarding Governor. DSLs liaise with the designated Safeguarding Governor in preparing the formal annual review to the Governing Body. DSL/DDSLs are also available to be contacted out of school hours to discuss safeguarding issues.

b. The Deputy Designated Safeguarding Leads

The Deputy Designated Safeguarding Leads are appropriately trained to the same level as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

c. The Governing body

The Governing body must ensure that they comply with their duties under legislation and have due regard to the KCSIE September 2020 guidance to ensure that the policies, procedures and training is effective and complies with the law at all times. In addition, they should ensure that appropriate policies and procedures are put in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

They will ensure that each of the Schools:

- Appoints a Designated Safeguarding Lead who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training. These staff are listed above.
- Appoints a Deputy Designated Safeguarding Lead (DDSL).
- Ensures that the DSL role is explicit in the role holder's job description.
- Has a child protection policy and procedures, including a staff code of conduct policy, that are;
 - consistent with the requirements of Warwickshire Safeguarding (WS).
 - and statutory requirements (understanding and reflecting the assessment protocols, threshold documentation and the need to supply information as requested),
 - reviewed annually and
 - made available publicly on the school's website and by other means on request.
- Has procedures for dealing with allegations of abuse made against members of staff and

volunteers including allegations made against the Head and allegations against other children.

- Follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations.
- Develops a training strategy that ensures:
 - on induction all staff, including the Head, receive:
 - information about the School's safeguarding arrangements,
 - information about staff code of conduct (behaviour) policy,
 - information about the pupil behaviour policy,
 - information about online safety,
 - information about safeguarding response to children missing from education,
 - information about the roles of the DSL and DDSL,
 - appropriate child protection training, which is regularly updated in line with any requirements of the WS;
 - that the DSL receives refresher training at two-yearly intervals.
- Ensures that all staff, including temporary staff and volunteers, are provided with copies of or access to the school's child protection and safeguarding policy and Staff Code of Conduct Policy before they start work at the school.
- Ensures that all temporary staff and volunteers are made aware of the school's arrangements for child protection including the Staff Code of Conduct Policy.
- Appoints a designated teacher to promote the educational achievement of children who are looked after by the Local Authority and ensures that the designated teacher has appropriate training.
- Ensures that the school contributes to inter-agency working and plans in line with Working Together to Safeguard Children (2018), where school will work with social care, the police, the health services and other services to promote the welfare of children, offering where possible a co-ordinated offer of early help.
- Recognises the need to share information (through inter-agency working) and that the Data Protection Act 1998 should not stand in the way of promoting the welfare and protect the safety of children. Therefore, it is important to share information between professionals and local agencies as part of meeting a child's needs and this is also vital for identifying and preventing child sexual exploitation.
- Participates in the Child and Family Early Help Single Assessment process and offers to initiate Early Help for pupils/students with additional needs.
- Teaches pupils about safeguarding, including how to keep themselves safe at all times (including online safety) as part of a broad and balanced curriculum.
- Has appropriate safeguarding responses in place for those children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risk of those going missing in the future.
- Passes any information held by the schools to the Disclosure and Barring Service when requested.
- Gives staff the skills, knowledge and understanding necessary to keep children who are looked after by a local authority safe.

In addition:

- Allegations against the Head Master of Warwick School / Head of King's High School should be reported immediately, and without first informing the Head against whom the allegation is made, to the Chair of Foundation Governors: Mr David Stevens (07739 539827), who will also inform the Principal, Mr Richard Nicholson.
- It is the responsibility of the governing body to ensure that the School's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the local authority, local safeguarding partnership and national guidance.
- Whilst being mindful that safeguarding duties remain the responsibility of the Governing Body as a whole, Mrs Anne Wilson has been appointed as the Governor with particular responsibility for safeguarding arrangements (including those for Children Looked After).
- The Foundation Governor School Committees receive regular (termly) reports on their respective School's child protection policies and processes, and the full board of Foundation Governors receives a report annually.
- An annual report, using an audit pro forma provided by the local authority, will be submitted to Warwickshire Safeguarding (WS) about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay. This local authority audit is also submitted to the full board of Foundation Governors.
- In addition, the Governor with specific responsibility for Child Protection undertakes questionnaire interviews with staff to check their understanding of their child protection responsibilities and also meets termly with the DSLs and undertakes an annual audit that child protection procedures are being carried out.

d. The Head of each School:

- ensures that the child protection policy and procedures are understood and implemented by all staff;
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and DDSL(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- supports the designated teacher for looked after children to promote the educational achievement of any pupils who are looked after by the Local Authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales;
- ensures that all staff have the skills, knowledge and understanding necessary for keeping looked after and previously looked after children safe;
- ensures that all staff feel able and are encouraged to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures;
- ensures that the culture of the School supports the provision of effective pastoral care and early help;
- ensures that staff do everything they can to support social workers when Children's Social Care become involved;

- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe at all times including online as part of a broad and balanced curriculum;
- refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer at the Local Authority within one working day prior to any internal investigation;
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service promptly, as advised by the Designated Officer at the Local Authority
- appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made;
- refers any member of staff who has been dismissed (or would have been dismissed if they had not resigned), and where a prohibition order may be appropriate, to the Teaching Regulation Agency.

e. Parents

If parents should become concerned either about their own child or children, or another pupil or pupils at any of the Foundation schools, they should contact the relevant DSL. Should the concern relate to any of the DSLs, or another member of staff, the relevant Head should be contacted.

Should the concern be about a Head, the Chair of the respective Foundation School Committee Governors should be contacted (see above: 3. Roles and Responsibilities: Key Personnel).

Parents are also able to make a referral to Warwickshire Multi-Agency Safeguarding Hub directly on 01926 414144 or mash@warwickshire.gov.uk

5. GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT POLICY

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice and behaviour which form a code of conduct for all staff.

Good practice includes:

- treating all pupils with respect,
- setting a good example by conducting ourselves appropriately,
- involving pupils in decisions that affect them,
- encouraging positive, respectful and safe behaviour among pupils,
- being a good listener,
- being alert to changes in pupils' behaviour and to signs of abuse and neglect and exploitation,
- recognising that challenging behaviour may be an indicator of abuse,
- reading and understanding the School's child protection and safeguarding policy, staff code of conduct policy and guidance documents on wider safeguarding issues, for example bullying, peer on peer abuse, children missing from education. behaviour, physical contact, sexual exploitation, extremism, online safety and information-sharing,
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid,
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language, not participating in, tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a

- laugh” or “boys being boys”,
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up,
- challenging behaviours (potentially criminal in nature) which constitute sexual harassment, such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts,
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse,
- applying the use of reasonable force and physical intervention only as a last resort and in
- compliance with school procedures and WS guidance,
- referring all concerns about a pupil’s safety and welfare to the DSL or, if necessary, directly to the Police or Children’s Social Care,
- following the school’s rules with regard to communication and relationships with pupils and
- use of social media and online networking,
- referring all allegations against members of staff, volunteers or other adults that work with children and any concerns about breaches of the Staff Code of Conduct policy directly to the relevant Head; and any similar allegations against or concerns about the Head directly to the chair of governors.

Staff must pass on any safeguarding concerns they may have regarding a pupil without delay to the respective DSL of their School, even if the pupil is not in immediate danger. They should not assume that someone else will address this; it is everyone’s responsibility to raise their concerns and share information that might be critical in keeping children safe. The member of staff and the DSL should have a discussion and agree a course of action, although any member of staff may make a referral to children’s social care. All appropriate options will be looked at to support the pupil such as referral to the early help services or other specialist services that are set by the WS. (See 24 24.j Reporting directly to child protection agencies.)

Please also refer to the Foundation Schools’ Staff Code of Conduct Policy for all staff, supply staff and volunteers.

6. ABUSE OF TRUST

All School staff are aware (through Child Protection training) that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent. Any member of staff who is proved to have had an inappropriate relationship with a pupil, even if that pupil was over 18, or if the mode of behaviour with a pupil younger than 18, once referred and investigated by the proper authorities, did not meet the threshold for police action, would nonetheless have their case progressed under the Foundation’s disciplinary processes for gross misconduct, the sanction for which is dismissal.

The Schools’ Staff Code of Conduct Policy sets out our expectations of staff and is signed by all staff members.

7. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability such as societal attitudes and assumptions including prejudice and discrimination, child protection procedures that are inadequately responsive to children’s diverse circumstances, isolation, social exclusion, communication issues, and a reluctance on the part of some adults to accept that abuse can occur, as well as an individual child’s personality, behaviour, disability

and family circumstances.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs (See Point 25j)
- young carers
- living in a domestic abuse situation
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- looked after by the Local Authority or otherwise living away from home or were previously looked after
- living without a family member who is in prison
- vulnerable to being bullied, or engaging in bullying behaviours
- living away from home or in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk through direct or indirect involvement in child sexual exploitation (CSE) and/or child criminal exploitation
- at risk from or are involved with serious violent crime
- do not have English as a first language
- at risk of female genital mutilation (FGM) (see Point 25.b *Female Genital Mutilation (FGM)*)
- at risk of forced marriage
- at risk of becoming radicalised, involved in gangs and/or violent extremism (see Point 25.c *Preventing Radicalisation*)

This list provides examples of additionally vulnerable groups and is not exhaustive. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger. Safeguarding issues can manifest themselves via peer on peer abuse including but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, upskirting, sexual harassment, initiation/hazing type violence/rituals and sexting (or youth produced sexual imagery (See Point 24h)

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

The Foundation will seek guidance from and work with relevant professional organisations as required including for example as information on MindEd, NSPCC websites and TES, as well as Government guidance for example via Gov.uk or other relevant websites.

8. MULTI-AGENCY WORKING

Schools have a pivotal role in Multi-Agency Safeguarding Arrangements. In line with the Statutory Guidance Working together to Safeguard Children measures will be taken to ensure the three safeguarding partners work together to make arrangements. The three safeguarding partners are: the local authority, the area clinical commissioning group, and the police. In addition, the Foundation will work with a range of appropriate referral agencies to support need including, but not limited to WCC, MASH, COMPASS and ENCOMPASS.

9. EARLY HELP AND USE OF THE CHILD AND FAMILY SINGLE ASSESSMENT

The Foundation recognises that providing timely pastoral support and early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. Keeping Children Safe in Education 2020, emphasises that all staff should be aware of the early help process and understand their role in it. All staff are therefore trained and required to notice any concerns about children which may help to identify that they would benefit from early help; to record those concerns using the school's identified safeguarding recording system; and to share their concerns with the Designated Safeguarding Lead (or a Deputy DSL), who is most likely to have a complete picture and be the most appropriate person to decide how best to respond to any concerns.

It may become necessary to take some time with parents to understand a child's needs and circumstances in a more structured way. Children and families may need support from a wide range of local agencies. Where the school has identified that a structured assessment would benefit a child in order to determine how best to meet their needs and support their family; or where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, Police), and her/his parents' consent, the School will use the Early Help process to complete an Early Help Single Assessment and identify what help the child and family require to prevent their needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The School is committed to working in partnership with children, parents and other agencies to:

identify situations in which children and/or their families would benefit from early help; undertake an assessment of the need for early help, using the Early Help process; and provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

The School will be particularly alert to the potential need for early help for any child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family whose circumstances present challenges for the child, such as adult substance abuse, adult mental ill health, domestic abuse;
- is showing early signs of abuse and/or neglect; and/or
- is particularly vulnerable in any of the ways identified above.

The Early Help process can only be effective if it is undertaken with the agreement of the child's parents/carers. Young people in secondary schools may consent to Early Help in their own right, subject to Information Sharing Guidance. The School will seek advice from an Early Help Officer or the Education Safeguarding Manager in those circumstances. The process should involve the child and family as well as all the professionals who are working with them.

The school will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, the school will seek the parents' consent to a referral to a multi-agency Locality Panel in order to address child's needs. Alternatively, a referral to Children's Social Care may be necessary.

10. ATTENDANCE

We recognise that full attendance at school is important to the well-being of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work closely with the Warwickshire County Council Attendance, Compliance and Enforcement (ACE) Service when the patterns of absence are of concern. Our Attendance/Registration Policy is set out in a separate document and is reviewed regularly by the governing body.

11. CHILDREN MISSING EDUCATION

The Foundation operates in accordance with statutory guidance Children Missing Education (DfE 2016)

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation, radicalisation or mental health problems. Staff will also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Effective information sharing between parents, schools and local authorities are critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for period during the school day and try prevent the risk of them going missing in the future. All staff will be through training, made aware that they need to be alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as FGM, forced marriage and pupils travelling to conflict zones.

The Schools' Admission and Registration/Attendance policies follow the DfE legal requirements for schools (*Education (Pupil Registration) (England) Regulations 2006*) in respect of placing all pupils on both registers (Admissions and Attendance) and recording and reporting to the local authority any changes in the pupil's status or circumstances in attending school for example, if a child leaves school without any known destination (KCSIE September 2020).

The Schools will inform the local authority where a pupil fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more as agreed with the local authority. The Schools will continue to try and establish the pupil's whereabouts¹ but where they cannot, the Schools will make an immediate referral to Warwickshire County Council's Children Missing Education (CME) Service. The CME Service can be contacted on 01926 742036 or cme@warwickshire.gov.uk.

- telephone calls to all known contacts. Parents will be asked to provide a minimum of two emergency contacts in the event of children not arriving at school without prior notification and also for other emergency purposes.
- letters home (including recorded delivery),

¹ Reasonable steps include the following and all contacts and outcomes will be recorded on the pupil's file:

- contact with other schools where siblings may be registered,
- possible home visits where safe to do so,
- enquiries to friends, neighbours etc. through school contacts,
- enquiries with any other Service known to be involved with the pupil/family.

The Schools are required by law to have both an admission register and an attendance register and to place all pupils on both registers. (Note – this legislative requirement does not apply to schools where all pupils are boarders and at present the Foundation has no such schools.) The school is required to inform the Local Authority of any pupil who is going to be removed from the admission register where they:

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

The School must notify the Local Authority's CME Service as soon as the grounds for deletion are met and no later than deleting the pupil's name from the register. It is essential for the School to comply with this duty so that the Local Authority can, as part of its duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Upon receipt of a referral from the School, the CME Service will continue to attempt to track the child for at least a further 10 school days, using access to additional contacts/services, e.g. Housing. If this also fails to establish the pupil's whereabouts, the School will be informed by email and may then, but not before, remove the pupil from roll. This will place the pupil on the list of Children Missing Education. Deletions from roll agreed with the CME Service will normally be backdated to the first day of absence.

If the CME Service is able to contact the pupil and her/his parents, arrangements will be made with the School and family for a return to education, including a re-integration programme where necessary. If the pupil has registered at a school in the maintained sector, the School will delete the child's name from our roll and transfer the child's educational records to the new school in the normal way. Any child protection records will be transferred separately and securely for the attention of the DSL in the new school and a receipt secured.

Pupils leaving the School for known destinations in a private/independent school, schools in other countries (including England, Wales, Scotland and Northern Ireland) and pupils moving into Home Education, will be removed from roll in the same way and the DSL informed in the new school. If they are moving into Home Education, this should be formally notified to the Attendance, Compliance and Enforcement (ACE) Home Education Officer by the school as soon as written confirmation is received from the parent(s).

If no confirmation is received the above Missing Children procedures will apply.

The School recognises that children who run away or go missing (particularly repeatedly) and are thus absent from their normal residence are potentially vulnerable to abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It could also indicate mental health

problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Keeping Children Safe in Education 2020 highlights that 'Statutory Guidance on Children who Run Away or go Missing from Home or Care' (DfE 2014) requires that every child or young person who runs away or goes missing must be offered a Return Home Interview (RHI) within a period of 72 hours of their return.

RHI's are intended to ascertain the factors that triggered the young person's absence. Those factors may include difficulties at home, in school and in the community. The short timescale of 72 hours is imposed in order to ensure that the RHI remains relevant to the young person and enables any required action to be initiated at the earliest opportunity.

RHI's are undertaken by practitioners who are independent in order to facilitate a discussion with the young person that is as open as possible. As soon as the Local Authority receives notification that a young person has gone missing from home or care, a letter will be sent to parents/carers seeking their consent to a RHI with their son/daughter. Direct contact will then be made with parents/carers and the young person to make arrangements for the interview.

In order to fulfil the timescale of within 72 hours, it is essential that all opportunities to interview young people including times during the school day are utilised.

When necessary and in conjunction with the Local Authority, the School will facilitate Return Home Interviews, both in terms of releasing the young person from their normal timetable to participate in an

interview and in providing an appropriate and safe space on the School site for the interview to take place.

The School will check with the Local Authority whether or not parents/carers have given their consent to the interview. However, young people aged 16 and 17 years old are generally considered to be able to consent and withhold consent to their own information being shared and therefore to participate in a RHI or not. With reference to the Fraser Guidelines, younger children may also be deemed able to consent.

If the Local Authority has not received consent from parents/carers and the young person is not assessed as being capable of giving or withholding informed consent, the School will contact the parent/carer and seek to secure their consent.

Parents/carers may also choose to accompany their son/daughter in interviews and the School will facilitate that as appropriate.

12. HELPING CHILDREN TO UNDERSTAND AND RECOGNISE RISK AND IDENTIFY AVAILABLE SUPPORT (INCLUDING ONLINE SAFETY)

Keeping Children Safe in Education 2020 requires governing bodies and proprietors to ensure that children are taught about safeguarding, including online safety, as part of providing a 'broad and balanced curriculum.'

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) and relationship and sex education (RSE) lessons (and through all aspects of school life (see PSHEE/ PSCHE Policy). Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. (See KCSIE 2020, paragraph 94 for statutory guidance and resources.)

Children are taught how to conduct themselves and how to behave in a responsible manner to avoid risks and also how to become more resilient. Children are also reminded regularly about online safety. This includes the risks of being exposed to online content as well as sharing content and images online and tackling bullying, including cyber bullying, for example, using the CEOP's Thinkuknow website www.thinkuknow.co.uk and safer internet centre www.saferinternet.org.uk.

The children are made aware of the risks that adults and other young people pose on the internet and when using social media sites. The children are also made aware of their responsibilities in terms of conduct and their personal online behaviour. The Schools continually promote an ethos of respect for children and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have. Acceptable use agreements are in place for both staff and children, as are appropriate filters and monitoring systems for the IT systems.

Discussions about risk will include talking to children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as 'sexting'.

It is recognised that a young person may choose to share indecent images with another young person in the context of a romantic relationship and that she or he may do so without any intention to cause harm or distress to anybody. Although technically an offence, 'sexting' of that nature is referred to as 'experimental sexting' and it is usually not necessary or appropriate to criminalise young people in those circumstances.

However, there are clear risks associated with such behaviour. Staff are trained to be vigilant and to notice and record any concerns about young people sending and receiving indecent images, which includes listening to what young people say to each other and to staff, as they do with any other safeguarding concern.

When concerns are identified, staff will always speak to children and will inform parents about their concerns unless there is good reason to believe that doing so would place the child at increased risk of significant harm. The DSL will also need to consider the Fraser guidelines in making a judgement about whether or not to respect a young person's request not to inform his/her parents/carers.

N.B. Children under the age of 13 are unable to consent to sexual activity. Any imagery containing sexual activity involving under 13 year olds will therefore be referred to the Police.

13. SUPPORT FOR PUPILS, FAMILIES AND STAFF INVOLVED IN A CHILD PROTECTION ISSUE

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously,
- nominating a link person (usually the DSL) who will keep all parties informed and be the central point of contact,
- where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest,
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety,
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies,
- storing records securely,

- offering details of helplines, counselling or other avenues of external support,
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures,
- cooperating fully with relevant statutory agencies.

14. COMPLAINTS PROCEDURE

The Foundation's complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way.

Complaints are managed by the relevant Head, other members of the senior leadership team and governors, as outlined in the Foundation Complaints Policy. An explanation of the complaints procedure is included in the safeguarding information for parents and pupils in the Parent/Pupil Handbook, and the Complaints Policy is available on the website, as required by regulation.

Complaints from staff are dealt with under the Foundation's grievance procedures (**See Grievance Policy**).

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

15. WHISTLEBLOWING: IF STAFF HAVE CONCERNS ABOUT A COLLEAGUE

Staff who are concerned about the conduct of a colleague (including visiting professionals and volunteers) towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

The Foundation's Whistleblowing Policy enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place.

Staff must report all concerns about poor practice or possible child abuse by colleagues, including what may seem minor contraventions of the Foundations' Staff Code of Conduct Policy, to the relevant Head.

If the concern relates to the Head Master, Dr Stephen Burley of Kings High School, you should contact the Chair of Foundation Governors: Mr David Stevens (07739 539827), who will also inform the Principal, Mr Richard Nicholson.

If the concern relates to the Head Master, Mr James Barker of Warwick School you should contact the Chair of Foundation Governors: Mr David Stevens (07739 539827), who will also inform the Principal, Mr Richard Nicholson.

If the concern relates to the Headmistress, Hellen Dodsworth of Warwick Prep School, you should contact the Head Master, Dr Stephen Burley at King's High School who will also inform the Principal, Mr Richard Nicholson.

If the concern relates to the Headmaster, Mr Andrew Hymer of Warwick Junior School, you should contact the Head Master, Mr James Barker at Warwick School who will also inform the Principal, Mr Richard Nicholson.

If the concern relates to the Principal, Mr Richard Nicholson, you should contact the Chair of

Governors: Mr David Stevens (07739 539827).

The recommended format for **all** staff in schools to record any such poor practice or possible child abuse by colleagues or other adults who work with children is the pro forma *'Logging A Concern about the behaviour of an adult who works with children'*, also known as the *'Yellow form'*. (**See Appendix 8**).

All such yellow forms should be passed directly, as previously stated to the respective individual. Alternatively, staff are free to approach the respective individual directly to discuss their concerns. Contact details are displayed in the staff room for any member of staff to use in such an instance.

Staff can also contact the Local Area Designated Officer (LADO) in the Local Authority, who is responsible for the co-ordination of responses to allegations against people who work with children (see contact and referral details in **Appendix 1**). The LADO's contact details are displayed on the safeguarding noticeboard in the staff room.

Staff may also report concerns about suspected abuse or neglect directly to Children's Social Care or the Police if they believe direct reporting is necessary to secure action.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 between 8.00a.m. and 8.00p.m., Monday to Friday or e mail help@nspcc.org.uk. Information is also available on the NSPCC website at <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>.

Everyone is responsible for reporting their concerns, and should not assume that someone else will action this. This helps to ensure proactive and early intervention is facilitated in order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in school. Even low level concerns, no matter how small even if no more than a nagging doubt that the person has behaved in a manner that is for example not consistent with the code of conduct should be reported to the relevant Head (Farrer & Co "Developing and implementing a low-level concerns policy: A guide for organisations which work with children" 2020).

16. ALLEGATIONS AGAINST A MEMBER OF STAFF, SUPPLY STAFF OR VOLUNTEER

a. Introduction

This section of the Policy is concerned with cases of allegations that might indicate a person may pose a risk of harm if they continue to work in regular or close contact with children in their present position or in any capacity. It is to be used in all cases in which it is alleged that a member of staff, supply staff or a volunteer:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he/she would pose a risk of harm if they work regularly or closely with children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

It is essential that any allegation of abuse made against a member of staff, supply staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The quick resolution of the allegation should be the clear priority, and unnecessary delays should be eradicated.

The full procedures for dealing with allegations against staff can be found in Part 4 of Keeping Children Safe in Education (DfE, 2020) and WSCB's inter-agency safeguarding procedures, section 6 -

Managing Allegations Against People Who Work with Children.

An allegation of abuse against the Principal, Head, Head Master, Headmistress, Headmaster, member of staff, or the designated member of staff for any of the Schools, supply staff or a volunteer, is to be reported immediately in accordance with Section 1 and Section 15 of this policy, who will follow the procedures described below.

This relates to members of staff who are currently working in the School, regardless of whether the School is where the alleged abuse took place. Allegations against a member of staff who is no longer teaching at the school will be referred to the Police.

In deciding whether to make a referral, the Head of the respective School will not make their own decision over what appear to be borderline cases, but will discuss the issues with the Designated Officer from the Local Authority Designated Officer (LADO) within one working day, who, as per the September 2020 updated *Keeping Children Safe In Education* and *Working Together to Safeguard Children (2018)* may be referred to within the relevant agency as the “designated officer” or “team of officers.

The Designated Officer’s contact number is **01926 743433**. Referrals to the Designated Officer should be submitted on a PoT MARF form and sent to lado@warwickshire.gov.uk.

The School will do nothing to jeopardise a Police investigation (such as asking the child leading questions or attempting to investigate the allegations of abuse) and will only gather information as required by the LADO.

Where an allegation against an individual not directly employed by the School and where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or Business, the School will ensure allegations are dealt with properly. In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Governing bodies and proprietors will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The School will ensure that agencies are fully involved and co-operate in any enquiries from the LADO, police and/or children’s social services. The School will take the lead as agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body or proprietor when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, the School should inform the agency of its process for managing allegations. This should include inviting the agency’s human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

The following terms will be used when determining the outcome any investigation:

- *Substantiated*: there is sufficient evidence to prove the allegation;
- *Malicious*: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- *False*: there is sufficient evidence to disprove the allegation;
- *Unsubstantiated*: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;

- *Unfounded*: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

b. Initial Response

On receiving the allegation, the following action will be taken:

- In the first instance the DSL, the Head or (where the Head is the subject of an allegation) the Chair of Governors, or the Chair of the School committee (the 'Case Manager'), should discuss the allegation immediately with the designated officer(s). The purpose of an initial discussion is for the designated officer(s) and the Case Manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer(s) may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and about the individual's current contact with children. There may be situations when the Case Manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the Case Manager should discuss the allegations with the designated officer(s) in order to help determine whether police involvement is necessary.
- The person who liaises with the LADO on any particular case is referred to throughout this policy as the 'Case Manager'. Where the Case Manager is not the employer, he/she will inform the relevant school authorities, as agreed with the LADO, of the progress of the case, and involve them appropriately regarding any decisions which have to be made.
- Relevant information, as required and agreed by the LADO, will be gathered by the Case Manager, and shared with the LADO. An appropriate course of action will then be determined with the LADO. In some cases, further enquiries will be needed before a decision on how to proceed can be taken. In such circumstances the Case Manager and the LADO will decide how and by whom the investigation will be undertaken.
- If the allegation is about physical contact, the strategy discussion or initial evaluation with the Police should take into account that teachers and other School staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.
- The initial sharing of information and evaluation may lead to a decision that no further action is to be taken. If this is the case, then this decision and a justification for it will be recorded by both the School and the LADO and agreement reached as to what information should be put in writing to the individual concerned and by whom. The Case Manager and the LADO will also consider what action should follow in respect of the individual against whom the allegation was made and the person(s) who made the allegation.
- If it is decided that an investigation by the local authority children's social care services or the Police is unnecessary, the Case Manager and the LADO will discuss the options open to the School which will range from taking no further action to summary dismissal, or a decision not to use the person's services in future.
- Where the person against whom an allegation has been made is deemed to be an immediate risk to children or there is evidence of a possible criminal offence, the Police will be informed immediately. Where there is no such evidence, the Case Manager will discuss the allegations with the LADO in order to help determine whether police involvement is necessary. Likewise, if the allegation is not demonstrably false and there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened in accordance with paragraph 5.56 of *Working Together to Safeguard Children (2018)* at which representative from the following organisations might be in attendance: local authority children's social care

services, the Police, health and other bodies as appropriate, in particular any referring agency.

- If agreed by the LADO, the member of staff concerned will be informed of the allegation by the Case Manager as soon as possible after the LADO has been consulted. As much information as possible will be shared with the member of staff. However, where a strategy discussion is needed, or Police or children's social care services need to be involved, this will only happen once those agencies have been consulted and have agreed what information can be disclosed to the accused. Suspension will not be the default option when an allegation is reported. (See below: *d. Suspension*)
- If agreed by the LADO, the child's parents will be informed in confidence of the allegation. (If the allegation involves the parents, the LADO will contact children's social care services before any contact is made.)

c. Timescales

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the Foundation should discuss them with the designated officer(s). In such cases, if the nature of the allegation does not require formal disciplinary action, the Foundation should instigate appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

d. Suspension

The possible risk of harm to children posed by an accused person will be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases, that will require the Case Manager to consider suspending the accused until the case is resolved.

Suspension will not be an automatic response when an allegation is reported; all options to avoid suspension will be considered prior to taking that step.

Suspension will be considered only in a case where there is cause to suspect a child or other children at the School is/are at risk of harm or the case is so serious that it might be grounds for dismissal.

The Case Manager will consider carefully whether the circumstances warrant suspension from contact with children at the School or until the allegation is resolved, and will always seek advice from the LADO.

If the Case Manager is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the designated officer(s), children's social care or the police. The Case Manager will also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the LADO, Police and children's social care services have no objections to the member of staff continuing to work during the investigation, the Case Manager will be as inventive as possible to avoid suspension. For example, based on assessment of risk, the following alternatives will be considered by the Case Manager before

suspending a member of staff:

- redeployment within the School so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeployment to alternative work in the School so the individual does not have unsupervised access to children; or
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted.

The Case Manager will consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action will be agreed and recorded by both the Case Manager and the LADO. This will also include what alternatives to suspension have been considered and why they were rejected.

In cases where the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the School, it will be necessary to immediately suspend that person from teaching pending the findings of the TRA's investigation.

Where it has been deemed appropriate to suspend the person, written confirmation will be dispatched as soon as possible (within one working day), giving as much detail as appropriate for the reasons for the suspension. The person will be informed at the point of their suspension who their named contact is, and provided with their contact details.

Where the Case Manager is not the employer, the Case Manager will keep the relevant school authorities informed of the advice regarding suspension, as the power to suspend a member of staff/volunteer lies with them. The School will always give due weight to the views of the LADO when making a decision about suspension.

e. Support for those involved: Employees and Volunteers

The Foundation, as the employer, has a duty of care to its employees and the Foundation Governors and respective Heads Executive Group and Senior Management/Leadership Teams will act to manage and minimise the stress inherent in any such allegations and disciplinary process.

Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action (unless there is an objection by the local authority social care services or the police: see **Initial Response** above). The individual should contact their trade union if they belong to one and access to the School's counsellor would be made available, or a colleague for support. The Case Manager will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case, including if they are suspended, and will consider what additional support may be required. Social contact with colleagues or friends will not be prevented, unless there is evidence that such contact is likely to be prejudicial to the gathering and presentation of evidence.

f. Support for those involved: Parents or Carers of the Child/Children Involved

Parents or carers of a child or children involved will be told by the Case Manager about the allegation as soon as possible, and providing that the local authority social care services and/or the Police have agreed what information can be disclosed.

Parents and carers will be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution. This includes informing them, in confidence, of the outcome of any

disciplinary process. They will also be informed of any reporting restrictions, and advised to seek legal advice, if required.

Parents and carers will also be made aware of the prohibition on reporting or publishing allegations about teachers in section 13 of the Education Act 2011. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

If a child has suffered significant harm, or where there is a criminal prosecution, support for the alleged victim will be considered by the Police or social services.

g. Confidentiality

Every effort will be made to maintain confidentiality and guard against unwanted publicity.

In accordance with Keeping Children Safe in Education 2020, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The *Education Act 2011* introduced reporting restrictions preventing the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school. Reporting restrictions apply until the point that the accused is charged with an offence; or if the Secretary of State publishes information about an investigation or disciplinary case arising from the allegation; or if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves, or by giving their written consent for another to do so; or if a judge or magistrate lifts the restrictions in response to a request to do so. The provisions commenced on 1 October 2012.

The legislation imposing restrictions makes clear that “publication” of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”. This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

In accordance with the [Authorised Professional Practice](#) published by the College of Policing in May 2017, the Police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the Police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates’ court to request that reporting restrictions be lifted.)

The Case Manager will take advice from the LADO, Police and children’s social care services to agree the following:

- who needs to know and what information can be shared,
- how to manage speculation, leaks and gossip,
- what, if any, information can be reasonably given to the wider community to reduce speculation,
- how to manage press interest.

h. Information Sharing

In a strategy discussion or the initial evaluation of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim. Wherever possible the School will ask the police and/or Social Services to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process.

i. Oversight and Monitoring

As stated in *Keeping Children Safe in Education (2020)*, the LADO has overall responsibility for: the oversight of the procedures for dealing with allegations; resolving any multi-agency safeguarding arrangements and issues; and liaison the locally agreed multi-agency safeguarding arrangements put in place by Warwickshire Safeguarding (WS). on the subject. The LADO will provide advice and guidance to the Case Manager, in addition to liaising with the Police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. It is expected that reviews will be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Police forces have responsibility for identifying officers who will be responsible for:

- liaising with the LADO;
- taking part in the strategy discussion or initial evaluation;
- subsequently reviewing the progress of those cases in which there is a police investigation; and
- sharing information on completion of the investigation or any prosecution.

If the strategy discussion or initial assessment decides that a police investigation is required, the Police are responsible for setting a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service (CPS) about whether to charge the individual, continue to investigate, or close the investigation. Wherever possible, it is expected that the review will take place no later than four weeks after the initial evaluation.

Dates for subsequent reviews, ideally at fortnightly intervals, will be set at the meeting if the investigation continues.

j. Record Keeping

Details of allegations that are found to have been malicious will be removed from any personnel records.

For all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved and a note of any action taken and decisions reached, is to be kept on a person's confidential personnel file and a copy given to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the Police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The record will be retained at least until the person has reached at least retirement or for a period of 10 years from the date of the allegation if that is longer.

k. Resignations and 'Settlement Agreements'

If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up in accordance with this guidance.

A referral to the DBS must be made if the criteria are met where the person is deemed to have harmed or poses a risk of harm to a child, any settlement agreement that would prevent a school or college from making a DBS referral even though the criteria for referral are met, is likely to result in a criminal offence being committed. This is because the School would not be complying with its legal duty to make the referral. Similarly, the school also will consider its legal duties to make a referral to the Teaching Regulation Authority (TRA)

It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the accused should be given a full opportunity to answer the allegation and make representations about it. However, the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

'Settlement agreements' (previously referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person's notice period expires

I. References

Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

m. Action Following a Criminal Investigation or a Prosecution

The police will inform the school immediately once a criminal investigation and any subsequent trial is complete or if it is decided to close an investigation without charge or not to continue to prosecute the case after the person has been charged.

In those circumstances, the LADO should discuss with the school whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the Police and/or children's social care services will inform that decision. The options will depend on the circumstances of the case and the consideration will take into account the result of the Police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

n. Action on Conclusion of a Case, Including Referrals to the Disclosure and Barring Service (DBS) or the Teaching Regulation Authority (TRA)

If the allegation is substantiated and the person is dismissed, or the Foundation ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the Case Manager will work with the LADO to determine whether a referral to the DBS for consideration of inclusion on the barred lists is required; and in the case of a member of teaching staff, whether to refer the matter to the Teaching Regulation Authority (TRA) to consider prohibiting the individual from teaching, if the threshold for a referral to the DBS has not been met.

The School acknowledges its legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed a listed offence, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual. The School will supply any information held to the Disclosure and Barring Service (DBS) when requested.

The School also acknowledges its duty to consider a separate referral to the TRA regarding a teacher who has been dismissed, resigned or their services cease to be used, when the criteria for a referral does not meet the threshold of a referral to the DBS but a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Further

guidance is published on the TRA website. The school will seek advice if required, about whether the allegation against a teacher is sufficiently serious to refer to the TRA.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the Case Manager will consider how best to facilitate that, how the person's contact with the child or children who made the allegation can best be managed, if they are still a pupil at the school.

o. Action in Case of Unfounded or Malicious Allegations

If an allegation is determined to be unfounded or malicious, the matter will be referred to the local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the pupil who made it or the police will be asked to consider whether any action might be appropriate against the person responsible, even if he or she is not a pupil.

p. Learning Lessons

At the conclusion of a case in which an allegation is substantiated, the Case Manager on behalf of the School will work with the LADO to determine whether any improvements can be made to the School's procedures and/or practice to help prevent similar events in future.

This will include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and Case Manager will consider how future investigations of a similar nature could be carried out without suspending the individual.

q. Whistleblowing

The School is committed to safeguarding and the implementation of this policy, but if staff and volunteers have any concerns at any time about poor or unsafe practice, and potential failures in the school safeguarding regime, they should in the first instance, raise their concerns with the designated person with responsibility for child protection matters for the relevant school, or the Head of the respective school. If the member of staff or volunteer feels unable to raise the issue with either of them, or feels that their genuine concerns are not being addressed, they should, without informing the relevant Head first, immediately inform the Chair of the respective School Committee.

The Whistleblowing Policy is shared with staff annually; to ensure they are fully aware of the action required.

17. STAFF TRAINING

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and exploitation and to know what to do if they have a concern.

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

New staff, governors who will have direct contact with children and volunteers will receive an explanation during their induction which will include:

- the Foundation's Child Protection and Safeguarding Policy
- signs and symptoms of abuse and neglect

- responding to disclosure of abuse or neglect by a child
- reporting and recording arrangements
- the Staff Code of Conduct Policy and Whistleblowing policy
- details of the DSL & DDSL
- pupil behaviour policy
- safeguarding response to children missing education
- online safety
- reading Part One of KCSIE and Annex A,
- guidance on the 'Prevent' Duty

NB all of the above will be explained **before** a new member of staff, governor or volunteer has direct contact with children in school. The Foundation's Child Protection Policy and Staff Code of Conduct Policy will be sent with *the* letter confirming an appointment.

All staff will be required to complete an online form stating they have read and will abide by the Child Protection Policy, the Staff Code of Conduct Policy, *Keeping Children Safe in Education* (Part 1, and Annex A) and the *Whistleblowing* Policy at both the beginning of employment and at the start of every academic year. The individual will be given Child Protection training at the start of employment and will have an opportunity to clarify any issues on their first day at work (and thereafter).

All staff, including the Heads of the Schools, teachers and all Foundation Governors will receive training that is regularly updated at least annually. The training will include: the role and responsibility staff play in *safeguarding* children, how to identify emerging problems and a child in need, how to refer a concern to the DSL e.g. Green Forms or MyConcern (see Section 25e) to making a referral to children's social services; to staff conduct/behaviour and allegations.

In addition, staff will receive *regular* safeguarding and child protection updates for example at staff meeting via email and e-bulletins and any additional thematic training as required. Training offered will always be in consultation with, and approved by, Warwickshire Safeguarding (WS).

Also, the DSLs lead an annual update on Safeguarding matters at the start of each term. The DSL will attend training for newly appointed DSLs and refresher training every two years delivered by Warwickshire County Council's Education Safeguarding Service. That training will include up-to-date information about Warwickshire Safeguarding (WS). inter-agency procedures. The DSL will also be supported to access WS inter-agency training as part of their continuing professional development.

In addition, the Heads of each Foundation School and other senior staff, along with the nominated *Safeguarding/Child Protection* Governor will attend Safer Recruitment training.

Visitors, supply staff and other visiting staff will be given the Visitors' Leaflet.

All staff will be made aware of the increased risk of abuse to certain groups, including disabled and SEND children, looked after children, previously looked after children, young carers and risks associated with *specific* safeguarding issues including child sexual exploitation, child criminal exploitation, peer group isolation, sexual harassment and sexual violence in school, extremism, female genital mutilation and forced marriage; and will receive training in relation to keeping children safe online.

18. SAFER RECRUITMENT

To ensure the protection of children in our care, the Schools comply with the provisions in *Keeping Children Safe in Education* (September 2020) and the Independent Schools' Regulatory Requirements.

The Schools operate safe recruitment procedures which include procedures to comply with the

statutory guidance *Disqualification under the Childcare Act 2006* (June 2016).

The Schools seek assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with our pupils on another site.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history and explains any gaps in that history.
- provide two suitable referees i.e. senior person with appropriate authority, including one from their current employer, and at least one who can comment on the applicant's suitability to work with children.
- provide evidence of identity and qualifications.
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) Regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those, including unsupervised volunteers, engaged in Regulated Activity; an enhanced DBS check without a barred list check for all volunteers not involved in Regulated Activity but who have the opportunity of regular contact with children; an enhanced DBS check for all, which will only include a barred list check for governors involved in Regulated Activity
- Where necessary, in accordance with regulatory requirements and the Foundation policy, overseas checks/certificates of good conduct for those who have lived or worked abroad, will be required. The Foundation will follow the appropriate guidance about the recruitment of overseas trained teachers, as specific guidance is currently being updated by the government. Additional measures will be put in place where it is not possible to obtain such documentation.
- if offered employment, provide evidence of their right to work in the UK.
- be interviewed by a panel of at least two school leaders/governors, if shortlisted.

The Schools will also:

- ensure that every job description and person specification for roles in school includes a description of the role holder's responsibility for safeguarding.
- ask at least one value based question at interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children.
- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities.
- obtain references from senior persons with appropriate authority for all shortlisted candidates, including internal candidates and verify the source of each reference.
- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State.
- check that an applicant for a management position is not the subject of a section 128 direction made by the secretary of state prohibiting or restricting her/him from taking part in the management of an independent school, academy or free school.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff and volunteers will undergo an induction that includes familiarisation with the Foundation's Child Protection and Safeguarding Policy, Staff Code of Conduct Policy, other issues as in section 15 of this policy and identification of their child protection training needs. All relevant staff (teachers, teaching assistants, other classroom based staff, lunchtime supervisors and members of the senior leadership team) and all those who work in before or after school care for children under eight) are made aware of the disqualification from childcare legislation (*in the induction meeting and in the HR meeting*).

The Foundation obtains written confirmation from supply agencies that they have satisfactorily undertaken all appropriate checks that the school would have undertaken if they were employing the individual directly; and that those individuals are suitable to work with children

The Foundation maintains a single central record (SCR) of recruitment checks undertaken. See **Recruitment Policy** for further details.

a. Regulated Activity

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in *Keeping Children Safe in Education* (2020) part three.

b. Volunteers

Volunteers including governors will undergo checks commensurate with their work in the Schools and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in Regulated Activity.

c. Supervised volunteers

Volunteers who work only in a supervised capacity and are not in Regulated Activity will undergo the safer recruitment checks appropriate to their role, in accordance with the Schools' risk assessment process and statutory guidance.

All volunteers will be risk-assessed to determine whether those not in regulated activity require an enhanced DBS check. Details of these risk assessment will be shared with the volunteer and the identified senior member of staff.

d. Contractors

The Foundation checks the identity of all contractors and their staff on arrival at the School and requests DBS checks where appropriate. As required by statutory guidance, where contractors and/or their staff are engaged in Regulated Activity, barred lists are also requested. Contractors and any other staff who have not undergone checks will not be allowed to work unsupervised or in Regulated Activity.

e. Visitors

All visitors are expected to observe safeguarding procedures (see *18 Site Security*). Where visiting speakers are invited into the Schools by staff, the Schools will ensure that they are suitable and appropriately supervised. The Schools will ensure that appropriate vetting has been undertaken, which will at least include an internet search to ascertain the speaker's suitability. Appropriate details of all visiting speakers will be logged on the SCR, in line with 'Prevent' guidance. All staff will be made aware of the need to ensure that the Prevent guidance with respect to visiting speakers is carried out.

19. SITE SECURITY

Visitors to the Schools, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the Schools' safeguarding and health and safety regulations to ensure children in school are kept safe. It is normal practice that visitors to the Schools during term time when pupils are on site will be accompanied at all times. All staff and pupils in both the day and boarding communities receive security awareness training.

20. BEHAVIOUR MANAGEMENT

The Schools' Behaviour Policies and Anti-Bullying Policies are set out in separate documents and reviewed regularly by the governing body. These policies are available to staff, parents and pupils.

Keeping Children Safe in Education (DfE 2020) highlights that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The Schools expect staff deploy every possible strategy to prevent the need for physical intervention. Those strategies would include de-escalation whenever there is a threat of violence or aggression towards an individual or property; communicating calmly with children; using non-threatening verbal and body language; helping children to recognise their own 'triggers' and 'early warning signs', and distracting or helping children to see a positive way out of a difficult situation.

However, the Schools support staff to intervene physically and to use reasonable force when all of those strategies are unsuccessful in calming a situation and a risk of violence, serious damage to property or disruption to the school remains. Staff should always be able to demonstrate that any such intervention is reasonable, proportionate and necessary in the circumstances, is used for the shortest possible period of time, deploys the minimum force that is necessary and is never used as a sanction.

Searching

In accordance with DfE guidance *Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies* (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf), school staff can search a pupil for any item if the pupil agrees. The relevant Head and any member of staff authorised by the Head also has a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have one or more of the following prohibited items in their possession: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; indecent images of children; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of any person (including the pupil).

The Head and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item they consider harmful or detrimental to school discipline.

21. RECORD KEEPING

The Schools will maintain child protection records in accordance with the guidance document provided by WCC Education Safeguarding Service *Child Protection Record Keeping Guidance*.

In accordance with that guidance, the school will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care (refer via MASH) immediately;
- keep records in a folder in a meticulous chronological order, either on paper or electronically;
- ensure all records are kept secure and in locked locations;
- ensure all safeguarding records are transferred - separately from the child's main pupil file -
- to the receiving school, college or other education establishment when a pupil moves. The DSL will do this as soon as possible, ensuring secure transit, and will ensure that confirmation of receipt of the records is obtained.
- the DSL will also consider whether it is appropriate to share any information with a child's receiving
- school / setting in advance of the child leaving so that the receiving school / setting is able to

- support the child as effectively as possible and plan for her/his arrival.
- ensure that incoming safeguarding records are brought to the attention of the DSL, Deputy DSLs and other key staff such as the SENCO when a child transfers in from another school / setting.

Safeguarding and child protection records will be maintained independently from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the Designated Safeguarding Lead and school leaders who need to be aware.

The recommended format for all staff in the Schools to record any safeguarding or child protection observations or concerns about a child is the pro forma *Logging A Concern About A Child's Safety and Welfare* (**Appendix 7a - Form C**) also known as the '**Green form**'. This applies to staff working in King's High and Warwick Prep; Shared Services; more than one School within the Foundation, or at Warwick School but without access to a computer. For Warwick School staff who have a computer, concerns will be initially be raised via My Concern (**Appendix 7b**) and these online forms will be securely logged and recorded for each pupil.

The same formats will be used by staff to record and report any observations or concerns that suggest a child might benefit from early help.

If staff have a concern about a colleague, they should complete the pro forma Appendix 8 - Form D *Logging a Concern About the Behaviour of a Member of Staff or Volunteer* also known as the '**Yellow Form**' and pass to the relevant individual in accordance with Section 1 and Section 15 of this policy. These can be found in the various staff areas across the foundation, or **Appendix 8** of this document.

Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Records will be signed, dated and timed by the member of staff making the record.

Records of safeguarding/child protection observations or concerns can be completed electronically or as a paper version but it is most important that **all staff are trained and understand which system to use for the recording of concerns and that all records are passed to the Designated Safeguarding Lead**, who should complete the form to confirm what action has been taken.

Child Protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head or DSL for consideration. Access to the record will then be arranged but records may be redacted in line with the requirements of the General Data Protection Regulation (GDPR) if releasing information would place the child, or any other person, at risk of significant harm.

The Data Protection Act 2018 and GDPR do not prevent school staff from sharing information with relevant agencies without the consent of parents, where that information may help to protect a child.

22. CONFIDENTIALITY AND INFORMATION SHARING

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

The Data Protection Act 2018 (DPA) and the GDPR places duties on the school and individual staff to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. Schools should not under the GDPR as supplemented by the Data Protection Act 2018 provide pupils' education data where the serious harm test under that legislation is met. Therefore, in a situation where a child is in a refuge, this could mean that schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied. The DSL will be involved in all such situations. However, neither the DPA nor the GDPR prevent or limit the sharing of information for the purposes of keeping children safe. *Keeping Children Safe in Education (DfE 2020)* states clearly that "**Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children**".

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required. (e.g. MASH Education Lead).

It is reasonable for staff to discuss day-to-day concerns about pupils with colleagues in order to ensure that children's general needs are met in school. However, staff should only refer child protection concerns to the DSL or Head or – in the case of concerns about the Head – to the Chair of Governors. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in schools failed to act upon concerns raised by staff, *Keeping Children Safe in Education (September 2020)* emphasises that any member of staff can contact Children's Social Care (refer via MASH) if they are concerned about a child.

The school will manage and share confidential information about children in line with *Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2018)*.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child/parent to keep secrets.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the DSL, who will inform the Data Protection Officer.

Information sharing will take place in a timely and secure manner and where:

- it is necessary and proportionate to do so; and
- the information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share. Child protection information will be stored and handled in line with Data Protection legislation, Data Protection Act 1998 and GDPR. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms (**Appendix 7a Form C – Green forms**); other written information will be stored in a locked facility and any electronic information (e.g. concerns raised via My Concern – **Appendix 7b**) will be securely stored; password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a CD or flash drive will be password protected or encrypted and kept in locked storage. The Foundation's policy on confidentiality and information-sharing is available to parents and pupils on request.

23. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the School, the Foundation's Child Protection and Safeguarding Policy and Procedures apply. If other organisations provide services or activities on the school site, the School will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

When school pupils attend off-site activities, including day and residential visits and work related activities, the School will check that effective child protection arrangements are in place, and that necessary vetting has been undertaken, where appropriate.

24. PHOTOGRAPHY AND IMAGES

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. The Foundation's Use of Images Policy outlines the expectations to all staff, parents and pupils and the procedures followed.

Staff, visitors, volunteers and students are not permitted to use their own cameras or mobile phones to take or record any images of Early Years Foundation Stage Pupils for their own records. Further information about this and details for parents are included in Section 12 of the Early Years Foundation Stage Policy.

25. ONLINE SAFETY

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites and gaming sites such as: Snapchat, Instagram, Tiktok, Fortnite, Roblox, etc.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, we know that some adults and young people will use those technologies to harm children and the use of technology has become a significant component of many safeguarding issues. Child criminal and sexual exploitation; county lines activity, radicalisation; sexual predation and cyber bullying: technology often provides the platform that facilitates harm.

That harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

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

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

School takes advice from sources such as UKCCIS publications, including: Education for a Connected World Framework and the Schools' Online Safety Policies and Acceptable Use Policies explain how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Filters are used to prevent access to specific content and usage is monitored, as well as the use of mobile technology. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media. The Acceptable Use Policy is distributed to all parents and their children and both parent and child sign to state they agree and will abide by the expectations laid out in it. Parents may find it useful to refer to <https://www.internetmatters.org/blog/parental-controls/broadband-mobile/> for guidance on putting some restrictions in place to keep children safe online.

Staff also receive advice regarding the use of social networking and electronic communication with pupils by receiving and agreeing to by signing the Acceptable Use Policy (**See Appendix 5**). Staff found to be in breach of these rules may be the subject of a referral to the Designated Officer in the Local Authority and/or may be subject to disciplinary action.

Safeguarding pupils in online learning and communication between staff and pupils

The school is committed, as always, to providing children with a safe environment in which to learn and that includes online learning. When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. The school is unable to filter activity on devices not owned by the school but parents are encouraged to refer to <https://www.internetmatters.org/blog/parental-controls/broadband-mobile/> for guidance on putting some restrictions in place to keep children safe.

All online lessons are delivered by school staff in accordance with the school's safeguarding and child protection, staff behaviour (code of conduct) and acceptable use of ICT policies.

The school takes account of guidance from DfE in relation to the planning and delivery of online learning when it is issued; as well as nationally recognised guidance including; *Guidance for Safer Working Practices... (April 2020)*, [guidance from the UK Safer Internet Centre on safe remote learning and London Grid for Learning on the use of videos and livestreaming.](#)

Staff will always use school/service owned technology and accounts for the delivery of remote lessons/tutorials. Where possible, applications that facilitate the recording of lessons will be used. School leaders will randomly sample recorded lessons in order to safeguard pupils/students and staff and to ensure that policies are being followed.

Parents will always be informed if remote teaching needs to take place and how it will operate safely for each year group. In addition, if staff need to deliver lessons/tutorials on a one-to-one basis or communicate with vulnerable children who are not attending school via video chat, they are required to

notify a Senior Manager for their school. Before information is shared with pupils online, the school will inform parents/carers regarding the mechanisms as to how staff will communicate with children online to give clear communication pathways.

It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk, distressed for some reason or vulnerable in some other way; and report and record that following normal safeguarding procedures. All such concerns must be brought to the attention of a DSL and dealt with by a DSL as per the main policy in the normal procedure.

The school ensures that online learning tools and systems are used in line with privacy and data protection/GDPR requirements.

Below are other issues that staff need to take into account when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred (if possible on the specific device).
- Where lessons are “live”, students are asked to ensure that their camera is turned off and their microphone muted in order to keep them safe at home, unless they are in a smaller group and are invited to contribute by the staff member.
- The live class may be recorded so that if any issues were to arise, the video can be reviewed.
- Language must be professional and appropriate, including that used by any family members in the background.
- Staff must only use platforms specified by senior managers and approved by the school’s IT manager/co-ordinator for communication with pupils/students
- If the session is not a planned curriculum or co-curricular session, then staff should note the date, time and attendance of any sessions held.

The school recognises that school is a protective factor for children and young people and that the extraordinary circumstances created by the COVID-19 virus may well affect the mental health of some pupils/students and/or their parents/carers.

All staff will maintain an awareness of those issues in communications with children and their parents/carers including when setting expectations of pupils’ work when they are at home.

Additional information to support Online Safety (including when children are online at home) is provided KCSIE 2020, Annex C, page 102 to 106.

26. CHILD PROTECTION PROCEDURES

a. Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Children may be abused in a family, or in an institutional or community setting by those known to them or more rarely, by others and can take place wholly online, or technology may be used to facilitate offline abuse for example increasing ease of access to the young person. Abuse may be committed by adult men or women and by other children and young people.

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (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.

b. Types of Abuse

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect, as defined in Keeping Children Safe in Education 2020.

- **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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

- **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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, 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 31).

- **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.

- **Abuse and Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures (refer to the Behaviour and Anti-bullying policies). The Schools will actively deal with abuse encountered between one or more pupils against another pupil and as appropriate will refer the abuse to local agencies in order to protect the children involved.

All pupils and parents receive a copy of the procedures on joining the School and the subject of bullying is addressed at regular intervals in PSHEE education.

Please also refer to issues in relation to children who are sexually harmful or abusive towards other children (Point 24e) of this policy.

c. Indicators of abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;

- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development;
- acquire gifts such as money or a mobile phone from new ‘friends’ or adults recently acquainted with the child’s family.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

All staff should also 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. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy. See **Appendix 12** for published advice and guidance on Mental Health.

Staff should always act on a concern they may have and not assume that a colleague or another professional will take action. Early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share information that might be critical in keeping children safe.

d. Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by one or more of the following: anxiety, depression or other mental health difficulties, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships, unfulfilled potential and long-term physical health difficulties.

e. Taking action

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “It could happen here”.

Where there is a concern about a child’s welfare, a conversation should be had with the DSL or DDSL who will help to decide what to do next. Options include:

- Managing any support for the child through School’s own pastoral support systems
- An early help assessment or
- A referral for statutory services if for example the child is in need or suffering or likely to suffer harm

If, for any reason, the DSL or DDSL) is not available, this should not delay appropriate action being taken. In these circumstances, any action taken should be shared with the DSL/DDSL as soon as is practically possible.

If Early help is appropriate, the DSL/DDSL will support the member of staff in liaising with other agencies as necessary and keep the case under constant review and consideration in case it needs to be referred to children's social care for statutory assessment.

If a child is in need or is suffering or likely to suffer from harm than a referral to local children's social care should be made to consider a statutory assessment. Where this is the case, it is important that a referral is made immediately.

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999;
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day;
- do not start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete a record of concern, using **Appendix 7a Form C (Green form)** for staff based in King's High and Warwick Prep; Shared Services; working in more than one School or at Warwick School but with no access to a computer or **Appendix 7b My Concern**, only for staff who solely work at Warwick School and have access to a computer and
- seek support for yourself if you are distressed or need to debrief.

What to do

- **...if a member of staff or volunteer is concerned about a pupil's welfare**

There will be occasions when staff may suspect that a pupil may be at risk without unequivocal evidence. The pupil's behaviour may have changed, their artwork could be unusual or bizarre, they may write stories or poetry that reveal confusion or distress or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the same record of concern via **Appendix 7a Form C (Green form)** for staff based in King's High and Warwick Prep; Shared Services; those working in more than one School or at Warwick School but with no access to a computer or **Appendix 7b My Concern**, only for staff who solely work at Warwick School and have access to a computer) to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help process.

- **...if a pupil discloses to a member of staff or volunteer**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen but if

left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

All pupils are spoken to about the importance of raising any concerns they have at any time and that understanding the importance of communicating and why staff cannot keep some information confidential. They should also know that the information that is passed on, only to specific people on a 'need to know' basis.

During their conversations with pupil's staff will:

- allow the child to speak freely;
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort – **'I'm glad you told me'/'Thank you for telling me'; 'You're doing very well'; 'I believe you'; 'What happened to you is not your fault'/'This isn't your fault'; 'I'm going to do what I can to help you';**
- not be afraid of silences – staff must remember how hard this must be for the pupil;
- under no circumstances ask investigative questions – such as how many times this has happened, **whether** it happens to siblings too, or what does the pupil's mother think about all this; (however, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. when did this happen, where did this happen?);
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- not admonish the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- tell the pupil what will happen next;
- let them know that someone (either you or another named person, e.g. the DSL) will come to see them before the end of the day;
- report verbally to the DSL or relevant Head if the child has made an allegation against a member of staff;
- write up their conversation as soon as possible on the record of concern form **via either Appendix 7a (Green Form) or Appendix 7b (MyConcern)** and hand it to the DSL; and
- seek support if they feel distressed or need to debrief.

See Appendix 4 Flow chart: what to do if concerned.

f. Notifying parents

The School will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from Children's Social Care. The School can make a referral without having parental consent.

g. Making a referral to Children's Social Care

Keeping Children Safe in Education 2020 emphasises that the DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. The DSL will make a referral to Children's Social Care (and if appropriate the

Police) if it is believed that a pupil is suffering or is at risk of suffering significant harm.

However, following a number of cases where senior leaders in schools failed to act upon **concerns raised by staff, *Keeping Children Safe in Education (September 2020)* that any member of staff can contact Children's Social Care** if they genuinely believe independent action is necessary to protect a child. Any member of staff who makes such a referral should inform the DSL.

WARWICKSHIRE SAFEGUARDING – MASH – TELEPHONE 01926 414144

(OUT OF HOURS 01926 886922)

All child protection referrals should be made to the Multi-Agency Safeguarding Hub (MASH) by completing a Multi-Agency Referral Form (MARF) and submitting it to the MASH at mash@warwickshire.gov.uk. The form can also be completed online.

All urgent child protection referrals, i.e. where there is an immediate concern about a child's safety, should be made in the first instance by telephoning the MASH on 01926 414144. This should be followed by submission of a MARF as above.

NB If a child is already the subject of an open case to Children's Social Care, the DSL will have the name and contact details of the allocated social worker. Further child protection concerns about any child in those circumstances must be referred directly to the allocated social worker, not to the MASH. Again, where there is an immediate concern about a child's safety, the DSL should contact the social worker by telephone in the first instance. Any difficulties in contacting the social worker must be escalated to their line manager, not to the MASH.

Outside of office hours, immediate concerns about a child should be referred to the Emergency Duty Team on telephone number 01926 886922.

If staff are ever concerned that a child is in immediate danger, they will contact the Police by dialling 999.

Staff may seek support directly from the Education Safeguarding Manager should they consider that necessary.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay. (See **Appendix 1** – key information on making a referral including the referral form)

h. Children with sexually harmful or inappropriate behaviour, sexual violence and sexual harassment

The Foundation believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm, both from adults and other students in the school.

Children may be harmed by other children or young people (peer on peer abuse). Staff should be familiar with the advice given in "**Sexual violence and sexual harassment between children in schools and colleges**" **May 2018** and recognise what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to occur.

The Foundation seeks to minimize the risk of such behaviours through a comprehensive programme of cross-curricular education centering on PSHE lessons and specialist workshops. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures as above where necessary. However, evidence shows that there will be occasions when a pupil's behaviour, because it is sexual in nature, warrants a response under child protection rather than anti-bullying procedures.

Members of staff who become concerned about a pupil's sexual behaviour such as sexual touching as well as any known online sexual behaviour including sexting, sexual violence, reports of sexual harassment should speak to the DSL as soon as possible. The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff must be aware that abuse is abuse and should never be tolerated or passed off as "banter"; "just having fun" or "part of growing up". All peer on peer / child on child abuse is unacceptable and will be taken seriously.

It is important to note that abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2020). It is important to consider the forms abuse may take and the subsequent actions required.

Any instances of sexual harm caused by one pupil to another and any situation where there are concerns about power imbalance, coercion or force will be discussed with Children's Social Care.

The School will also be informed by the Police or Children's Social Care (refer via MASH) about referrals made directly to those agencies from other sources (e.g. family members, family friends, parents of other children) in relation to alleged sexualised inappropriate or sexually abusive behaviour displayed by pupils inside and/or outside school.

In all such circumstances, the School may be required to attend a strategy meeting under multi-agency child protection procedures in order to facilitate risk management and planning with other agencies.

In responding to cases involving children or young people who have committed sexually abusive behaviours, Children's Social Care will consult with the Sexualised Inappropriate Behaviours Service (SIBS), for advice, consultation or provision of a direct service. A wide range of practice guidance, knowledge and therapeutic materials has been developed by SIBS to inform the interventions relating to children and young people with sexual behaviour difficulties.

In circumstances where a child displays sexualised inappropriate behaviour but evidence of sexual harm towards other children is not clear-cut, the school may seek consultation and advice from SIBS and/or the Education Safeguarding Manager.

Warwickshire SIBS can be accessed via a MASH referral.

In deciding the most appropriate response, relevant considerations will include:

- the nature and extent of the inappropriate/abusive behaviours. In respect of sexual abuse, it is necessary to distinguish between normal childhood sexual development and experimentation, and sexually inappropriate or aggressive behaviour;
- the context of the abusive behaviours;
- the child/young person's development, family and social circumstances;
- the need for services, specifically focusing on the child/young person's harmful behaviour as well as other significant needs; and/or
- the risks to self and others, including other children in the school, household, extended family, peer group and wider social network.

The Foundation is committed to participating in plans both to provide pupils who are at risk from other children and those pupils who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitating ongoing access to education in school for all children concerned, subject to appropriate risk assessments and risk management plans.

i. Child criminal exploitation and child sexual exploitation

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity;

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial or other advantage of the perpetrator or facilitator and/or
- (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Criminal exploitation of children can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence. As well as age, the power imbalance can also be due to other factors including gender, cognitive ability, physical strength, status and access to economic or other resources. (see also Serious Violence)

Child criminal exploitation may include activities such as:

- a child travelling outside the area in which she/he lives in order to transport, distribute or sell drugs for others by whom they are being exploited. This form of criminal activity and exploitation is referred to as **county lines** (for further information see https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf); **also see KCSIE 2020 Annex A, page 85 – County Lines**)
- a child committing crimes on behalf of or at the behest of others because they, their friends or relatives have been threatened, deceived or manipulated;
- a child being forced to commit crime in order to settle actual or fabricated debts
- gang membership, which may lead to the child being exploited to do something illegal or dangerous in return for kudos/status in the gang;
- a child being encouraged or manipulated to commit crime via social media;
- a child receiving food, money, kudos or status in return for storing a weapon or drugs for others.

Some of the following can be indicators of CCE:

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

Child Sexual Exploitation (CSE) occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity;

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. As with CCE, CSE does not always involve physical contact; it can also occur through the use of technology.

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to the trafficking of children. It may also be linked to other criminal activity including trafficking and illegal drugs. The Foundation recognises the need to identify and mitigate the risk of modern slavery in all of its activities and will review current practices to ensure due diligence within the supply chain.

The above CCE indicators can also be indicators of CSE, as can:

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

(Annex A of KCSIE 2020 acts as a further point of reference.)

The school includes the risks of sexual exploitation and criminal exploitation in the PSHEE and the relationship and sex education (RSE). A common feature of exploitation is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim. The child may initially resent what she/he perceives as interference by staff but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of CSE and CCE and all concerns are reported immediately to the DSL. The DSL will consider the need to make a referral to Children's Social Care (refer via MASH) as with any other child protection concern and with particular reference to Warwickshire Safeguarding procedures. Parents will be consulted and notified as above.

Following a referral to Children's Social Care, a Multi-Agency Child Exploitation (MACE) meeting may be convened under WS inter-agency safeguarding procedures. The school will attend and share information at MACE meetings as required. Parents and young people will be invited to attend MACE meetings by Children's Social Care as appropriate.

j. Peer on peer / child on child abuse

Children may be harmed by other children or young people. All staff recognise that children are capable of abusing their peers and are trained to understand and implement the school's policy and procedures regarding peer on peer / child on child abuse. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". All peer on peer / child on child abuse is unacceptable and will be taken seriously.

Peer on peer / child on child abuse can take many different forms including:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- sexting including pressuring another person to send a sexual image or video content (also known as youth produced sexual imagery);
- upskirting, this is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender, can be a victim. (Upskirting is a criminal offence and may constitute sexual harassment. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.)
- teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner;

- initiation/hazing - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them; and
- prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Bullying is a very serious issue that can cause children considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the Schools' anti-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. All members of staff receive a copy of the School's pupil behaviour policy, which contains the anti-bullying procedures, as part of their induction and are trained to be aware of the harm caused by bullying and to respond to all incidents of bullying and peer on peer abuse proactively. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Whilst mindful of the particular vulnerability of women and girls to violence, it is also recognised that boys as well as girls can be abused by members of the opposite as well as the same gender group.

As part of the PSHEE curriculum, peer on peer / child on child abuse is acknowledged and pupils are educated in how to minimise the risk of peer on peer / child on child abuse.

Peer on peer / child on child abuse should be reported as for any other safeguarding concern and will be recorded and investigated as such.

Victims and perpetrators and any other child affected by peer on peer / child on child abuse will be supported as with any other safeguarding matter which may include pastoral staff, counselling, specific course such as SIBs as appropriate.

k. Serious Violence

The Serious Violence Strategy was introduced by the Government in 2018, which acknowledged that offences such as homicides and knife and gun crime account for around one percent of all recorded crime. Given these statistics, the impact of serious violent crime on individuals, families and communities is significant.

All staff should be aware of the indicators which may signal that children are at risk from or are involved in violent crime. These may include:

- increased absence from school;
- a change in friendships or relationships with older individuals or groups;
- a significant decline in performance;
- signs of self-harm or a significant change in wellbeing;
- signs of assault or unexplained injuries

Another indication that children may have been approached by, or are involved with, individuals associated with criminal networks or gangs are unexplained gifts.

It is recognised that tackling serious violence is not just a matter for the Police. To address this effectively a multiple-strand approach involving a range of partners, including schools is needed. If a

pupil begins to show signs of exploitation or vulnerability to exploitation, and therefore at increased risk

from Serious Violence, they should report this immediately to the DSL, to ensure intervention as early as possible. (See also Domestic Violence)

I. Contextualised Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside the school. The DSL, deputy DSLs and all staff will consider the context within which such incidents and/or behaviours occur. Contextual safeguarding means that assessments of children should consider whether wider environmental factors which are present in a child's life that are a threat to their safety and/or welfare. Staff will listen to children and be vigilant about any signs or indicators that would suggest children may be at risk in the community and will share intelligence with the Police in order to prevent children suffering harm. The School will provide as much information as possible when asked to do so as part of a police investigation and/or when making referrals to Children's Social Care, thus allowing any investigation or assessment to consider all the available evidence and the full context of any abuse.

m. Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, as emphasised in *Keeping Children Safe in Education (September 2020)*, they may also share information directly with Children's Social Care (refer via MASH) and/or the Police if:

- a. the situation is an emergency and the DSL, the deputy DSL, the Head and/or the chair of governors are all unavailable;
- b. they are convinced that a direct report is the only way to ensure the pupil's safety; and/or
- c. for any other reason they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or Head at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

If a member of staff makes a referral, they must inform the DSL as soon as is possible and then follow up on the referral if they have not heard back within one working day. Staff may seek support directly from the MASH Educational Lead, should they consider that necessary.

27. SPECIAL CIRCUMSTANCES

a. Children who are looked after, were previously looked after or have a social worker

The most common reason for children becoming looked after is as a result of abuse or neglect. Children who were previously looked after potentially remain vulnerable. The School ensures that staff have the necessary skills and understanding to keep looked after children and children who were previously looked after safe and that appropriate staff have information about a child's looked after status and care arrangements including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for children who are looked after or were previously looked after and the DSL have details of the child's social worker and the name and contact details of the Local Authority's virtual head for children in care. Where there is a looked after child or a previously looked after child in the school the designated teacher will have appropriate training to ensure they carry out their role effectively. The designated teacher will work closely with the virtual school head to ensure that the child's personal education plan is effectively implemented.

b. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is a form of so-called “honour based” abuse (HBA) and is a form of child abuse. It comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies including teachers need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

The procedure is typically carried out on girls aged between 4 & 13, although in some cases Female Genital Mutilation has been carried out on new born infants or young women before marriage or pregnancy. A number of girls have been known to die as a result of blood loss or infection.

There are a number of potential indicators or warning signs that FGM may be about to take place.

These include: -

- Knowing the family belongs to a community which practices Female Genital Mutilation,
- Making preparations for the child to take a holiday, arranging vacations or absence from school,
- Child may talk about a "special procedure" to take place.

Indicators that Female Genital Mutilation may have taken place include: -

- Prolonged absence from school with noticeable behavioural changes,
- Long periods away from classes or other normal activities,
- Problems with bladder or menstrual problems.

FGM mandatory reporting duty for teachers - if a member of staff has a concern they should activate the safeguarding procedures (make a referral). If a member of staff, in the course of their work in the profession discovers that an act of Female Genital Mutilation appears to have been carried out has been carried out on a girl under the age of 18 then they have a mandatory duty to report to the Police (under Section 5B of the Female Genital Mutilation Act 2013 (as inserted by section 74 of the Serious Crime Act 2015). Staff may face sanctions if they fail to report such concerns, but they should not be examining pupils.

Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf

c. Preventing Radicalisation

The Schools are committed to protecting pupils from the risk of radicalisation, which refers to the process by which a person comes to support terrorism² or extremist³ ideologies associated with terrorist groups.

The Schools will follow the statutory guidance set out in the Prevent duty guidance (DfE June 2015), KCSIE September 2020 and Counter Terrorism and Security Act (CTSA) 2015 and will raise awareness with their staff. Staff training will include:

² Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

³ Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

- staff responsibilities,
- their duty of care to make a referral either through the normal safeguarding procedures to:
 - Children's Social Care (refer via MASH) or
 - to the Channel programme (See KCSIE 2020, Annex A, page 90, for additional support on Channel / Prevent Duty / referrals), or
 - Local Authority Prevent Officer: 01926 412432 / prevent@warwickshireandwestmercia.pnn.police.uk.
 - through contacting the local police force:
 - DC Gary Shepheard (01386 591 81 or garyshepheard@westmercia.pnn.police.uk
 - DC Jemma Greenow (01386 591 825 jemmagreenow@westmercia.pnn.police.uk or
 - dialling 101, or the DfE dedicated helpline 0207 340 7264 or email counter.extremism@education.gsi.gov.uk.

Decisions to seek support for any pupil who is considered to be at risk of radicalisation may be taken in consultation with the pupil concerned and his/her parents. However, consent from either the pupil or parents is not required to make a referral, when the school has grounds to believe that the child in question is at risk of significant harm.

The Schools will undertake the following actions to protect and try and prevent the radicalisation of their pupils:

1. **Undertake a risk assessment** to assess the general level of risk of pupils being subject to radicalisation or drawn into terrorism/extremist activity. Put in place means to identify individual children who may be at risk of radicalisation or being drawn into terrorism/extremist activity.
2. **Staff training** – the DSL will undertake Prevent awareness training so they can then train staff and can provide advice and support to other staff members. New employees are expected to complete the E-Learning Training on Prevent online prior to taking up their post. <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
The DSL will also cover Prevent when delivering Child Protection / Safeguarding training to new employees.
3. **Educate the pupils so building resilience to radicalisation through:**
 - promoting fundamental British values,
 - the PSHEE syllabus teaching pupils to manage risk, resist pressure, make safer choices and seek help as necessary for example using the “Use of Social media for online radicalisation” information, and
 - in part through the citizenship, religious education and other relevant subject syllabus with focus on democracy, diversity, mutual respect and managing debate of contentious issues.
4. **IT Policies and Training** – ensure that children are safe from terrorist and extremist material when accessing the internet in school through the use of filters and acceptance of acceptable use policies.

The Foundation staff will liaise with Warwickshire Safeguarding (WS) to establish what advice and support they can provide and for their assessment of general levels of risk within the local area.

The Schools expect all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the Staff Code of Conduct Policy, will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

d. Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. (See https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_M_ULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

e. So-called 'Honour Based Abuse (HBA) including Female Genital Mutilation and Forced Marriage

Honour based abuse (HBA) encompasses incidents /crimes which have been committed to protect or defend the honour of the family and/or community and includes FGM, forced marriage and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All form of honour based abuse (HBA) are child abuse regardless of motivation and should be handled and escalated as such. Staff should be alert to the possibility of a pupil being at risk of (HBA), or already having suffered (HBA). If there are any concerns at all they must be reported to the DSL or a referral made.

f. Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

The Foundation is signed up to Operation Encompass which operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the Head and the designated safeguarding lead in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. (See KCSIE 2020, Annex A for further information on support and advise on Domestic Abuse.)

g. Gang Violence

Staff should be particularly mindful of the risk that vulnerable children have in being recruited into

gangs. Staff should look to spot the signs of children who are vulnerable and/or impressionable and take steps to report their concerns.

h. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the School becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, the School will encourage parents and private foster carers to notify Children's Social Care and will notify the local authority to check that arrangement is suitable and safe for the child.

i. Work Experience

Each School has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervising pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education (September 2020). The Foundation Health & Safety Manager and each School's member of staff in charge of Work Experience keep and regularly update Work Experience procedures.

j. Children Staying with Host Families

The School may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in Keeping Children Safe in Education September 2020, Annex E to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with UK host families and where this falls into "private fostering" under the Children Act 1989 (para 171) we will work with the Local Authority to check that such arrangements are safe and suitable.

It is not possible for schools to obtain criminal record information from the DBS about adults abroad. Where pupils stay with families abroad, we will agree with partner schools a shared understanding of the arrangements in place. Staff will use their professional judgement to satisfy themselves that the arrangements are appropriate to safeguard the pupils, which will include ensuring pupils understand who to contact should an emergency occur, or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

k. Boarding Schools

Research has shown that children can be particularly vulnerable in residential settings. Warwick School's boarding arrangements follow and comply with the National Minimum Standards for Boarding Schools (NMS).

Warwick School Policy - Boarding House Arrangements

Warwick School has and implements an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with the locally agreed multi-agency safeguarding arrangements put in place by Warwickshire Safeguarding (WS).and is known to staff and also known, as appropriate, to older boarders in positions of responsibility.

In addition to the existing Foundation Child Protection Policy, Warwick School acknowledges its responsibilities as a boarding school in accordance with the National Minimum Standards for Boarding Schools (NMS).

- Where appropriate, House Prefects and senior pupils are provided with a briefing on the appropriate action to take should they receive any allegations of abuse (NMS19).
- The School has a policy for the search and reporting of any boarder missing from School that is known to all boarding house staff. A written record is made of any boarder missing from school, the action taken, and any reasons for the pupil being missing.
- It is understood that all staff and pupils have immunity from retribution or disciplinary action for 'whistleblowing' in good faith.
- The School adheres to NMS 14 in instigating appointment checks for all staff in accordance with acknowledged safe recruitment practices.

In addition to the requirements for all staff it should be noted that:

- In accordance with NMS 14.2, for all adults who after April 2002 begin to live on the same premises as children/students but are not employed by the School, there is a verifiable Disclosure & Barring Service check completed at the standard level.
- The School has taken reasonably practicable checks to carry out Disclosure & Barring Service checks on taxi drivers booked by the school to drive boarders unaccompanied by staff.
- Warwick School has instigated measures to ensure that all boarders are protected from unsupervised contact at School with adults who have not been subject to the School's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.
- Under NMS14, the School does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Disclosure & Barring Service.
- The welfare of boarders placed in lodgings is safeguarded and promoted. In accordance with NMS 20, any lodgings arranged by the School to accommodate pupils provide satisfactory accommodation and supervision, are checked by the School before use, and are monitored by the School during use.
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short term visits. Any off-site short stay accommodation arranged by the School for any of its boarders provides satisfactory accommodation and supervision is checked by the school (although this may not be feasible when accommodation is in private households), and is monitored by the School during use.

- Under the revised NMS 14, the DBS certificate for 'gap' students is to be obtained before or as soon as practicable after the appointment.
- If an allegation is made against a residential member of boarding staff, then whilst the matter is being investigated and until it is resolved, the boarding house staff member will be provided with alternative accommodation arrangements i.e. not in a boardinghouse.

I. Children with special educational needs and disabilities (SEND) or have mental health needs

Children with special educational needs (SEN), disabilities or who have mental health needs can face additional safeguarding challenges. Additional barriers can 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 or mental health issues without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded and consideration given to determine whether extra pastoral support may be required.

APPENDIX 1 Written confirmation following a child protection referral

If You Have Concerns About A Child Act Now *Don't Delay*. Contact Children's Services immediately by phone to make a referral 01926 414 144.

Complete the Multi-Agency Referral Form (MARF) and send to mash@warwickshire.gcsx.gov.uk within one working day of your telephone referral.

For information on the circumstances in which a referral should be made to Children's Services, refer the locally agreed multi-agency safeguarding arrangements put in place by Warwickshire Safeguarding (WS)'s. Inter-Agency Child Protection Procedures.

The MARF form requires information about:

- The child
- Other children in the same family
- Information about you
- The child's Voice
- Informing the Parents(s) and Carer(s)
- Reasons for the referral
- Details of the family
- Details of professionals involved with the child or family

The MARF form can be found on Warwickshire Safeguarding Website below and should be submitted to mash@warwickshire.gov.uk

<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/worried-about-a-child>

<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>

APPENDIX 2 Suggested wording for School⁴ Prospectus

Schools are strongly advised to inform parents/carers of their child protection procedures, their statutory responsibilities to safeguard and promote the welfare of children and the requirements to report child protection concerns to Children's Social Care. *Keeping Children Safe in Education 2020* requires the Designated Safeguarding Lead to ensure that the school's child protection policy is available publicly (e.g. via the school website) and that parents know that referrals about suspected abuse or neglect may be made and the role of the school in that process.

The following information can be used in the school's brochure:

'Under the Education Act 2002 (Section 157 for academies/free/independent schools), schools must make arrangements to safeguard and promote the welfare of children. Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. Staff will seek, in general, to discuss any concerns with the parent/carer and, where possible, seek their consent to make a referral to Children's Social Care (refer via MASH) if that is considered necessary.

This will only be done where such discussion will not place the child at increased risk of significant harm. The school will seek advice from Children's Social Care (refer via MASH) when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later found to be unfounded. Parents/carers will appreciate that the school's Designated Safeguarding Lead carries out their responsibilities in accordance with the law and acts in the best interests of all children.'

⁴ The word 'school' is used throughout. This includes all schools whether maintained, non- maintained or independent schools, including academies and free schools, alternative providers of education, further education colleges and sixth-form colleges; and relates to children under the age of 18 years.

APPENDIX 3 Standards for Effective Child Protection Practice in Schools and contacts

1. Warwick Independent Schools Foundation follows the recommendations from Warwickshire's Education Safeguarding Service. These are to:
2. Have an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and are listened to;
3. Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
4. Work with parents to build an understanding of the school's responsibilities to safeguard and promote the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
5. Ensure all staff are able to identify children who may benefit from early help; provide co-ordinated offers of early help; and ensure that children receive the right help at the right time to address concerns and risks and prevent issues escalating;
6. Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby all members of staff report such cases to the Designated Safeguarding Lead or – in her/his absence – the deputy Designated Safeguarding Lead, and are aware of Local Authority and WS (Warwickshire Safeguarding) procedures so that information is passed on effectively to the relevant professionals;
7. Monitor children who have been identified as in need of early help or at risk; maintain clear records of pupils' progress and welfare *in a secure place*; maintain sound policies on confidentiality; provide appropriate information to other professionals; and submit reports to and attend child protection conferences;
8. Provide and support regular child protection training and updates for all school staff and ensure that Designated Safeguarding Leads attend refresher training every two years to ensure their skills and expertise are up to date; and ensure that targeted funding for this work is used solely for this purpose;
9. Contribute to an inter-agency approach to safeguarding and child protection by developing effective and supportive liaison with other agencies;
10. Use the curriculum to teach children about safeguarding and raise their awareness and build confidence so that pupils have a range of contacts and strategies to identify risk, know who they can talk to about anything causes them concern and understand the importance of protecting others;
11. Provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the school's approach to bullying;
12. Have a clear understanding of the various types of bullying and peer on peer abuse – face to face, online, physical, verbal, sexual, prejudice based and indirect - and act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support;
13. Have a clear understanding of the signs and impact of racist, disability, homophobic, transphobic and teenage relationship abuse; and a clear commitment to identifying and challenging those forms of abuse in order to safeguard children and maintain the safeguarding culture of the school.
14. Take particular care that pupils with SEN, disabilities and / or mental health difficulties in

mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communication skills;

15. Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set out in *Keeping Children Safe in Education 2020* and WS inter-agency child protection procedures;
16. Have a written whole school safeguarding policy, which is produced, owned and regularly reviewed by all school staff, taking into account the views of children, parents/carers and governors, and which clearly outlines the school's position and positive action in respect of the aforementioned standards;
17. Ensure that specified information is passed on in a timely manner to the Local Authority and WS for monitoring purposes;
18. Have a Single Central Record in place that fully complies with the guidance in *Keeping Children Safe in Education 2020*.

Reference Documents

Keeping Children Safe in Education (DfE 2020)
Working Together to Safeguard Children (DfE 2018)
Warwickshire Safeguarding (WS) inter-agency safeguarding procedures -
<https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>
Child Protection Record Keeping Guidance (WCC Education Safeguarding Service)
What to do if You're Worried a Child is being Abused 2015 - Advice For Practitioners (HMG 2015)
Children missing education - Statutory guidance for local authorities (DfE 2016)
Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety 2017)

Further Information, Advice and Support

For advice and support about any safeguarding matter in school, please contact:

MASH Education Lead on 01926 418608 or email MASHeducationlead@warwickshire.gov.uk.

Integrated Safeguarding Training

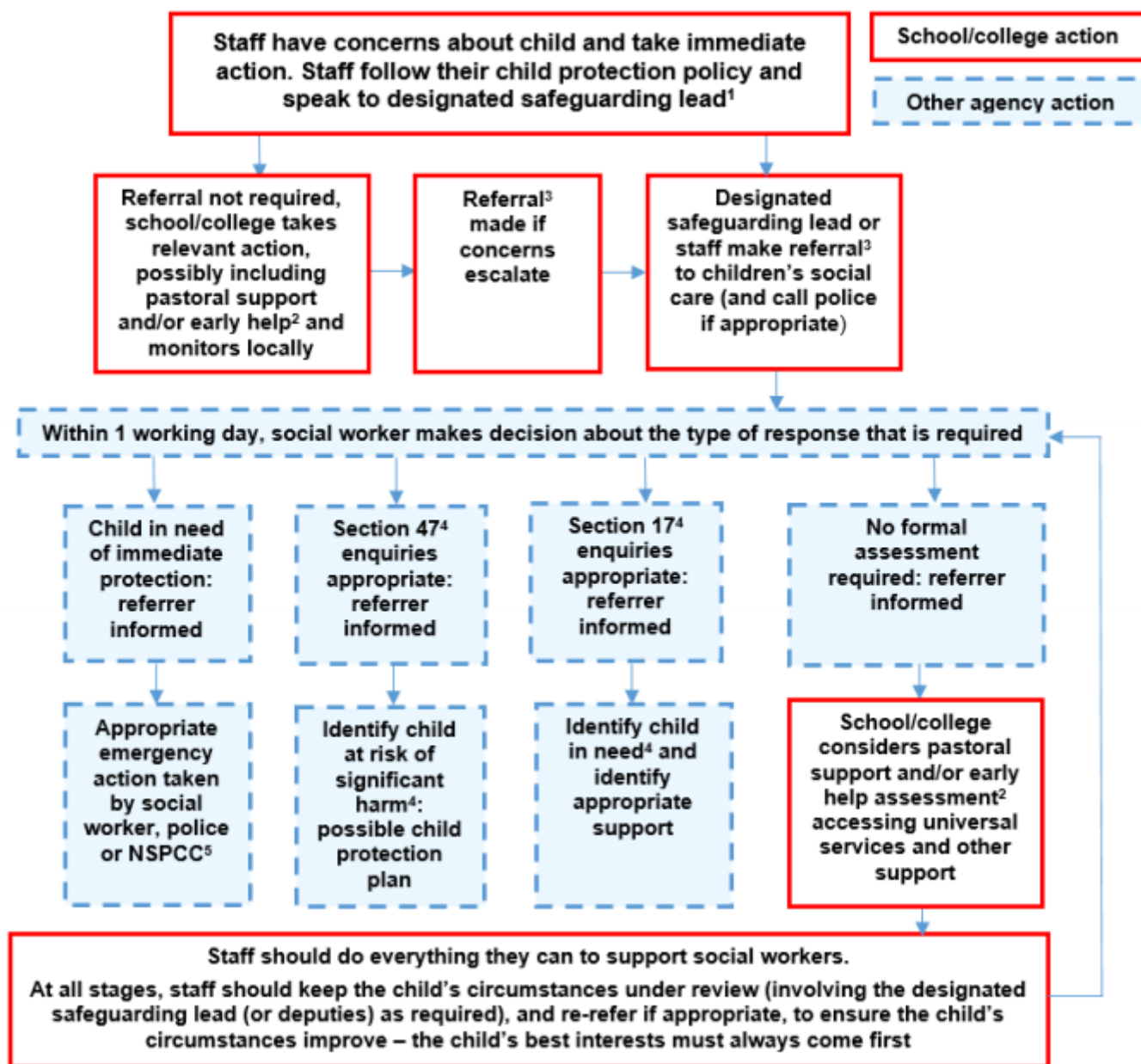
For information about a range of integrated safeguarding training courses, please contact:

Marina Kitchen
marinakitchen@warwickshire.gov.uk

Sophie Morley (Training Administrator)
01926 742601
or via Email - sophiemorley@warwickshire.gov.uk

Linda Fenn (Team Administrator)
01926 742525
or via Email - lindafenn@warwickshire.gov.uk

Actions where there are concerns about a child



APPENDIX 5 Helping children to keep themselves safe including online safety

Keeping Children Safe in Education 2020 requires governing bodies and proprietors to ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a 'broad and balanced curriculum.'

At the WISF schools, children are taught to understand and manage risk through our personal, social, health and economic (PSHE/E) education and sex and relationships lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner in line with each School's Behaviour policy. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

Age appropriate discussions about risk will include talking to children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as 'sexting'.

It is recognised that a young person may choose to share indecent images with another young person in the context of a romantic relationship and that she or he may do so without any intention to cause harm or distress to anybody. Although technically an offence, 'sexting' of that nature is referred to as 'experimental sexting' and it is usually not necessary or appropriate to criminalise young people in those circumstances.

However, there are clear risks associated with such behaviour. Staff are trained to be vigilant and to notice and record any concerns about young people sending and receiving indecent images, which includes listening to what young people say to each other and to staff, as they do with any other safeguarding concern.

When concerns are identified, staff will always speak to children and will inform parents about their concerns unless there is good reason to believe that doing so would place the child at increased risk of significant harm. The DSL will also need to consider the Fraser guidelines in making a judgement about whether or not to respect a young person's request not to inform his/her parents/carers.

N.B. Children under the age of 13 are unable to consent to sexual activity. Any imagery containing sexual activity by under 13 year olds will therefore be referred to the Police.

Children are taught about how to stay safe including for example using the Taking Care Protective behaviours course and also are taught about online safety, Issues of consent and healthy relationships, fundamental British values, how children can keep themselves safe from all forms of bullying including online bullying, child sexual exploitation including issues of informed consent, sexting, drugs and alcohol.

Teaching about online safety is paramount as children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children. That harm might range from sending hurtful or abusive texts and emails to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy

lifestyles, extremist behaviour and/or criminal activity.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

The School's **online safety policy** explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

All staff receive online safety training and are expected to adhere to the staff internet agreement and the Staff Code of Conduct. Staff found to be in breach of these rules may be the subject of a referral to the Designated Officer in the Local Authority and may be subject to disciplinary action.

APPENDIX 6 Useful Contact details

Key personnel (Point 3)

The designated and deputy designated safeguarding lead (DSL & DDSL) at each of the Foundation Schools are as follows:

King's High

DSL – Shirley Watson DH(P)
07827 876 368

Deputy DSL - Caroline Renton (Senior Deputy Head)
Deputy DSL – Stephen Burley (Head)
Deputy DSL- Celia Tedd (Head of KS4)

Contact details - email

s.watson@kingshighwarwick.co.uk

c.renton@kingshighwarwick.co.uk
s.burley@kingshighwarwick.co.uk
c.tedd@kingshighwarwick.co.uk

Warwick Prep School:

DSL - Deborah Ward (Head of Prep)
Deputy DSL - Gillian Smeeton (Head of Pre-Prep)

d.ward@warwickprep.com
g.smeeton@warwickprep.com

Warwick Prep follows the Arrangements for Early Years Foundation Stage (EYFS) outlined in Keeping Children Safe in Education (September 2020)

Warwick School:

DSL – Richard Thomson (Deputy Head Pastoral)
07896004558

r.thomson@warwickschool.org

Deputy DSLs – Senior School:

Brian Davies (Head of Upper School)
Keith Davenport (Head of Middle School)

b.davies@warwickschool.org
k.davenport@warwickschool.org

Deputy DSLs – Junior School

Andrew Hymer (Headmaster)
Heather Mellor (Head of Lower School in the JS)

a.hymer@warwickschool.org
h.mellor@warwickschool.org

Other staff trained to undertake the functions of the DSL are:

King's High:

Emma Williams (Well-being Mentor)
Charlotte Murphy (Head of Sixth Form)
Cat Price (Staff Mentor and Director of Drama)
Lynsey Steinhaus (Currently on maternity leave)

e.williams@kingshighwarwick.co.uk
c.murphy@kingshighwarwick.co.uk
c.price@kingshighwarwick.co.uk
l.steinhaus@kingshighwarwick.co.uk

Warwick Preparatory School:

Hellen Dodsworth (Headmistress)
Dee Alder (Deputy Head)

h.dodsworth@warwickprep.com
d.alder@warwickprep.com

Warwick School:

David Bull (Boarding Housemaster)
Alex Wilson (Pastoral Support Manager)
Linda Allan (Head of Curriculum Support)
Kate Poole (Assistant Head of Sixth Form)
Martyn Colliver (Head of Computing)
Kim Wyatt (Deputy Head Teaching and Learning)

d.bull@warwickschool.org
a.wilson@warwickschool.org
l.allan@warwickschool.org
k.poole@warwickschool.org
m.colliver@warwickschool.org
k.wyatt@warwickschool.org

Shared Services

Jayne Jones (Head of HR)

j.jones@warwickschools.co.uk

The nominated Safeguarding/Child Protection Governor is:
Mrs Anne Wilson

An.Wilson@warwickschools.co.uk

The Principal of the Foundation Schools is Richard Nicholson r.nicholson@warwickschools.co.uk

The Heads of the Foundation Schools are as follows:

King's High – Dr Stephen Burley

s.burley@kingshighwarwick.co.uk

Warwick School – Mr James Barker

j.barker@warwickschool.org

Warwick Junior School – Mr Andrew Hymer

a.hymer@warwickschool.org

Warwick Prep – Mrs Hellen Dodsworth

h.dodsworth@warwickprep.com

Any allegation against members of the teaching staff, including the DSL and DDSL, should be made immediately to the respective Head of the respective School. If the allegation concerns a Head, the person receiving the allegation should, without informing the Head against whom the allegation is made, immediately inform the Chairman of the respective Foundation Governor School Committee,

NSPCC Whistleblowing Helpline (Point 13)

call: 0800 028 0285 8:00am to 8:00pm, Monday to Friday or email: help@nspcc.org.uk
<https://www.nspcc.org.uk/what-you-can-do/report-abuse/>

Warwickshire Safeguarding (WS) – MASH – LOCAL CHILDREN'S TEAM (Point 24g)
Telephone 01926 414144 (out of hours 01926 886922)

WCC Contacts (Appendix 3)

For advice and support about any safeguarding matter in school, please contact:

MASH Education Lead on 01926 418608 or email MASHeducationlead@warwickshire.gov.uk.

Integrated Safeguarding Training

For information about a range of integrated safeguarding training courses, please contact:

Marina Kitchen

marinakitchen@warwickshire.gov.uk

Sophie Morley (Training Administrator)

01926 742601

or via Email - sophiemorley@warwickshire.gov.uk

Linda Fenn (Team Administrator)

01926 742525

or via Email - lindafenn@warwickshire.gov.uk

RADICALISATION

Local Authority Prevent Officer: 01926 412432

prevent@warwickshireandwestmercia.pnn.police.uk.

dialing 101, or the DfE dedicated helpline 0207 340 7264 or email

counter.extremism@education.gsi.gov.uk.

CHILDREN MISSING IN EDUCATION

01926 742036

cme@warwickshire.gov.uk .

EARLY HELP

01926 476600

southeearlyhelp@warwickshire.gov.uk

APPENDIX 7a Form C: Logging a concern about a child's safety and welfare

(For all staff except those who only work at Warwick School, and have access to a computer)

Logging a concern about a child's safety and welfare

(NB **All** concerns must be recorded but a Designated Safeguarding Lead must be informed **immediately** about **all** disclosures by a child of abuse and **any** situation where a child may be at immediate risk of harm at the end of their school day – this form should then be filled in and passed to the DSL as soon as possible after the DSL has been informed)

Pupil's Name:	Date of Birth:	Year Group:	Form:
Date:	Time (of writing this record):		
Name of person completing this form (please print):			
Job Title:			
Signature:			
Reason(s) for recording the incident/concern (headline):			
Record the following factually: <u>When</u> (date & time of incident or concern arising)? <u>Where</u> did your concerns arise? <u>Who else</u> - were any other children or staff present? <u>What</u> exactly did you see/hear/smell that raised your concern? N.B. Please record any direct disclosures/statements/comments using the child or adult's exact words in quotation marks.			
NB if additional pages are used, these must be attached securely to this form			
Professional opinion: Your professional opinions, impressions and worries are important. Facts should be recorded in the box above but please record your opinions, impressions and worries here and state what has led you to form them (e.g. something you have noticed, feel or suspect).			
Action taken, including names of everyone spoken to about the incident/concern:			
Name of Designated Safeguarding Lead this form was passed to:			
Date and time incident/concern was shared with Designated Safeguarding Lead:			

Please check to make sure your report is clear; and will be clear to someone else reading it next year

NOW PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD FOR COMPLETION OVERLEAF (NB by end of working day at latest if child is not at immediate risk of harm)

(Following sections to be completed by Designated Safeguarding Lead)

Time & date information received by DSL and from whom	
Any advice sought by DSL (date, time, name, role, organisation & advice given)	
DSL's analysis of presenting issues/concerns and advice received	
Action taken (referral to or consultation with MASH or local Children's Services team/ monitoring advice given to appropriate staff/ Early Help etc.) If decision not to refer, state reason. Note time/date/names/ who information shared with and when etc.	
Outcome (include names of individuals/agencies who have given you information regarding outcome of any referral (if made))	
Parents informed Yes/no – reasons if no	
Where can additional information regarding child/ incident be found? (e.g. pupil file, serious incident book)	
Signed	
Printed Name	
Date	

Date/time/how member of staff submitting this form received feedback about action taken from DSL (please circle below as appropriate)		Date:	Time:
Face to face	Phone call	e mail (copy retained)	
Signature of reporting M of S	Signature of reporting M of S		

APPENDIX 7b MyCONCERN

(Only for Staff at Warwick School, with access to a computer)



Report a Concern

Name(s) of Pupil(s)

Please name the Pupil(s) subject of this concern and any other Pupil(s) you want linked to it



Start typing a name and PAUSE - then click on the relevant name(s) from the drop down list

Concern Summary

e.g. Injury – Megan arrived at School this morning with a badly bruised right eye.

Concern Date/Time

Details of Concern

There is no need to repeat the Concern Summary.

Location of Incident

Not Applicable

Is this urgent?

If YES, please check this box.

Action taken

Attachment

Browse...

Please attach any media that is relevant to this concern.

Submit Concern

APPENDIX 8 Form D Logging concern about the behaviour of a member of staff/volunteer

(N.B. This form should be used for recording and reporting **all** allegations of abuse by and **all** concerns about the behaviour of staff and volunteers that are in breach of the Staff Behaviour policy (code of conduct).

All allegations and **all** such concerns **must** be reported to the Headteacher* without delay)

About the member of staff or volunteer whose behaviour is causing concern or is subject of the allegation:	
Name (print):	
Job Title (print):	
Date (of writing this record):	Time (of writing this record):
About the person reporting the concern/allegation and completing this form:	
Name (print):	
Job Title (print):	
Signature:	
What is the nature of the specific allegation or concern about behaviour (brief headline)?	
Record the following factually: <u>When?</u> (date & time of incident); <u>What</u> exactly has raised your concern (what happened, what did you see/hear/find out or what were you told)? <u>Where</u> did your concerns arise? <u>Who else</u> - were any pupils or other staff present or involved? N.B. Please record any direct disclosures/statements/ allegations/comments using the child or adult's exact words in quotation marks	
NB if additional pages are used, these must be attached securely to this form	
Did you do anything or speak to anyone else before reporting the incident/concern to the Headteacher* (if yes, please provide names and details)?	
Any other relevant information:	
Date and time incident/concern was first shared with Headteacher* N.B. It is not necessary to complete this form before speaking to the Headteacher* – the circumstances may mean you need to speak to the Headteacher* first as a matter of priority:	

Check to make sure your report is clear; and will be clear to someone else reading it next

**year NOW PLEASE PASS THIS FORM TO THE HEADTEACHER*
(Headteacher* to complete sections overleaf)**

*** In the event that the allegation/concern is about the Headteacher, this form must be passed to the Chair of Governors, who should complete the second part of the form**

(Following sections to be completed by Headteacher*)

Time & date information received by Headteacher*, and from whom	
Action taken (e.g. discussion with LADO; PoT MARF submitted to LADO; advice taken from HR/ Legal/ Chair of Governors)	
Date, time, name, role, organisation advice provided by	
If decision not to refer to LADO, state reason	
Parents informed? Yes/ no State reasons if no	
Outcome (e.g. Referral to LADO, PoT meeting convened, HR advice taken, Police investigation, internal investigation, informal management advice given and recorded, no further action)	
Signed	
Printed Name	
Date	
Signature, date and time when member of staff submitting this form received confirmation of receipt of report/allegation from Headteacher*	

What is child abuse?

Abuse and neglect are forms of maltreatment of a child.

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

WCC Education Safeguarding Service

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.

WCC Education Safeguarding Service

Emotional Abuse

The **persistent** emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), causing children frequently to **feel frightened or in danger**, or the **exploitation or corruption** of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

WCC Education Safeguarding Service

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**

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

WCC Education Safeguarding Service

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**.

APPENDIX 10 (replaced by Appendix 11 – 1 June 2020)

Addendum to the WISF Child Protection & Safeguarding Policy

Appendix 10

Dated: April 2020

Safeguarding children during Coronavirus (COVID-19)

Context

This additional guidance is based on DfE advice published on 20th and 27th March 2020 – please see <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people> and <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

This appendix addresses how the school will apply the safeguarding and child protection policy in order to safeguard all pupils/students during COVID-19. It applies both to the minority of children who are attending school and the majority who will be staying at home pending further government advice.

Vulnerable children

- From 20th March 2020 the government asked parents to keep their children at home, wherever possible, and asked schools to remain open only for those children who absolutely need to attend. Children who absolutely need to attend are those children of workers critical to the COVID-19 response and children defined as vulnerable as follows:
- Children who have a social worker, including children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989**.
- Children and young people up to the age of 25 with education, health and care (EHC) plans*.
- Other children who the Designated Safeguarding Lead considers to be vulnerable, including those children who may be in receipt of early help; were previously the subject of child protection or child in need plans; were previously looked after; or whose situation and wellbeing at home may become unsafe or insecure if they do not attend school.

*The DSL will undertake a risk assessment in consultation with the local authority and parents/ carers to determine whether children with an EHC plan need to continue to be offered a school or college place in order to meet their needs or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

- **It may also be necessary and appropriate to undertake a similar risk assessment in relation to children with social workers. However, the school will provide a place for any child with a social worker:
 - if the social worker requires a place to be provided; and
 - the child's parents/carers are willing to send the child to school; and
 - the child does not have an underlying health condition that puts them at increased risk.

In circumstances where the school considers a child to be vulnerable and eligible to attend school but a parent/carer does not want to bring their child to school, the DSL will explore the reasons for this directly with the parent/carer. If the child has a social worker, the DSL will liaise with the social worker and seek to involve them in the discussion with the child's parents/carers.

Where parents/carers are concerned about the risk of their child contracting COVID19, the DSL will discuss those anxieties with the parent/carer following the advice set out by Public Health England. If the child has a social worker, the DSL will liaise with the social worker and seek to involve them in the

discussion with the child's parents/carers.

NB eligibility for free school meals in and of itself will not be the determining factor in assessing vulnerability for these purposes.

In line with advice from Warwickshire County Council, the school will create and maintain an up-to-date register/database of all pupils/students who are considered vulnerable as above.

The register/database will contain the names and contact details of the child's parents/carers; other significant family members; social workers; family support workers; and any other key professionals including health professionals and youth justice workers. The register/database will be accessible to the designated safeguarding lead (DSL) and all deputy designated safeguarding leads including by secure access for DSLs who may need to self-isolate and/or work from home.

The school will assess the level of vulnerability of each pupil/student on the register/database using the RAG rating format as below. This will support the DSL to identify those children that need to be offered the opportunity to attend school (this must include all children with a social worker), those that can be supported by regular contact from a DSL and those whose attendance might be inconsistent and who may therefore need additional contact and support.

The RAG rating criteria are:

Red - most at risk of harm or neglect (will include all children subject of a child protection plan); and all children who are looked after

Amber - a moderate risk of harm, but with some protective factors (will include those with a Child in Need plan and/or being supported by a family support worker)

Green - some concerns or unmet needs; or have been red or amber and need monitoring.

Every child on the vulnerable children register/database will be allocated to a named DSL who will be responsible for ensuring that the identified level of support and contact is provided.

DSLs will record all contacts and outcomes with vulnerable children and their families in the usual way so that those records are visible to colleague DSLs and can be reviewed in regular DSL meetings.

Attendance monitoring

If the school has any eligible children in attendance, the daily attendance sheet will be submitted to the DfE by 12 .00pm using the pro forma: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, the return will be submitted once as required by the DfE.

For any child eligible to attend school who does not attend, the school will follow the normal absence management procedure. As a minimum, a text message will be sent home in relation to each eligible on each day of absence. If the DSL is concerned about the child's level of vulnerability, a decision will be made about whether a home visit is appropriate or if a phone call will suffice; and the necessary frequency of such contact for each day of absence

In relation to **all children subject of child protection plans and who are looked after** who do not attend school, the DSL or designated teacher for children who are looked after will liaise closely **with Children's Social Care**. A shared decision may be made that as long as one practitioner has seen the child, that will suffice as a safe and well check, but the DSL will log any such decision and all home visits undertaken.

In any event, **the social worker must be informed about any child subject of a child protection plan, child in need plan or who is looked after who does not attend school on the first and (subject to the agreement reached with the social worker) each subsequent day of absence.**

For each child identified as vulnerable but who the DSL considers can be safely cared for at home (NB this will not include any child with a child protection plan, child in need plan or who is looked after without written agreement with the child's social worker), the DSL will identify the nature and frequency of contact the child will need to reassure the DSL of their safety and wellbeing. This might include phone calls, text contact, Skype or home visits.

Home visits

Any home visit must be risk assessed. If agreed that a home visit is necessary, it should be undertaken by two members of staff.

It is unlikely that home visits will be frequent. If they are undertaken, they will be subject of a risk assessment based on the following guidelines:

The DSL will speak to the child's parents/carers to establish whether any member of the household has symptoms of COVID-19; has been diagnosed; or is self-isolating.

Home visits will be undertaken by two members of staff, one of whom will be a DSL. NB It would be expected that any member of staff who has an underlying health condition/ vulnerability would be at home self-isolating. For the absence of doubt, no such member of staff will therefore undertake home visits.

1. The DSL will inform the parents/carers of the plan to undertake a home visit and that visiting staff will need to see and speak to the child through a window.
2. Staff undertaking home visits must wear gloves and avoid contacting metal surfaces with their bare skin. They will knock on the door of the house with covered hands. After knocking on the door, they will step back from the door.
3. Visiting staff will ask to see and talk to the child through a window; and will aim to keep the conversation as upbeat and positive as possible.
4. Staff are advised not to enter households but simply to check that the child is well by a conversation through a window, maintaining the recommended social distance of 2 metres.
5. However, if undertaking a home visit, staff must actually see the child.

If a family is self-isolating and/or it is difficult/not appropriate to carry out a home visit subject to the risk assessment, the DSL will consider whether technology can be used to see the child, e.g. via Skype or other means of video chat. If carrying out Skype/video chat, this should be agreed with parents/carers prior to any call being made.

All school policies including the child protection, staff behaviour and ICT acceptable use policies must be followed at all times both in face to face and electronic communication with pupils and parents/carers. No staff member should use their own ICT or telephone equipment; or private message children; or video conference with a child directly other than via school-owned equipment subject to parental agreement as above.

Where concerns for a child at home reach the threshold for significant harm, a referral must be made to Children's Social Care/Police as per normal safeguarding procedures. For that reason, all DSLs must have access to MASH and other key agency phone numbers and children's details even when working from home.

Designated Safeguarding Lead (DSL)

The DSL and Deputy DSLs are as named in the main policy.

Wherever possible, the DSL or DDSL will be available on site at all times the school is open. In the event that this is not possible (every effort will be made to ensure that such occasions are rare).

The DSL or a DDSL will be readily accessible via telephone or online video contact. All staff will be provided with contact details in order to be able to contact a DSL without any difficulty and will be informed about which members of the DSL team are available on each day that the school is open.

Where it is not possible for the DSL or DDSL to be on site, a senior leader will always be present and will assume responsibility for co-ordinating safeguarding on site, always with ready telephone/ online access to the DSL / DDSL as above.

All DSLs will have remote access to the register/database of all vulnerable children and other safeguarding records when working off site.

The DSL team will meet weekly to discuss the welfare and status of each child on the register/ database of vulnerable children

The DSL team will liaise with MASH, Social Care, family support workers and other key safeguarding partners as normal, whether working in school or working remotely. When working from home, DSLs will be accessible via access to their school Email account and should have use of a school-owned mobile telephone, the number of which should be shared with colleague DSLs, partners and the Education Safeguarding service.

The DSL team will continue to attend – either in person or virtually – child protection conferences; core group meetings; strategy meetings; child in need meetings; children who are looked after reviews; and early help meetings.

If the school closes and pupils need to attend another school in accordance with local/hub arrangements, the school will maintain its overarching responsibility for safeguarding the child. The DSL will be responsible for liaising with the receiving school in order to share information from the register/database of vulnerable children and to advise the receiving school about how best to respond to new/emerging concerns. The DSL must be informed by the receiving school about any new incidents or concerns and agreement must be reached and recorded about whether the DSL or a DSL in the receiving school is best placed to discuss issues with parents/carers, contact social workers, make referrals etc.

Reporting a concern

All staff and volunteers continue to have a responsibility for safeguarding children and will report any safeguarding concerns about children to a DSL in the normal way as set out in the main policy.

Staff should have access to the normal safeguarding recording format (e.g. green forms, CPOMS) when working off site including when working from home.

Staff and volunteers are reminded of the need to report any concern immediately and without delay.

In the unlikely event that a member of staff cannot access the normal safeguarding recording format (whether green forms, CPOMS or something else) remotely, they will contact the DSL via Email (cc to at least one other DSL and the headteacher) to inform them that they need to share a concern. This will ensure that the concern is received.

Where a member of staff or volunteer is concerned about the behaviour of an adult working with

children in the school, they should inform the headteacher as normal (using a yellow form if the school uses yellow forms). If the notification needs to be made when the reporting individual is offsite, this should be done verbally and followed up with an Email to the headteacher on the same working day.

As normal, any concerns about the headteacher should be reported to chair of governors.

Safeguarding training and induction

The DfE recognises that DSL training is very unlikely to take place whilst the threat of the COVID-19 virus remains and government guidance in relation to large gatherings and social distancing is relaxed.

DfE guidance states that for the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

The DSL will communicate any new or revised safeguarding advice, guidance, requirements, arrangements or information in writing to all staff and volunteers.

Where new staff or volunteers are recruited, they will continue to be provided with a safeguarding induction.

If adults from another school or setting are redeployed to work at the school during the COVID-19 virus, the school will take into account DfE supplementary guidance and will accept portability of pre-employment checks as long as the current employer confirms in writing that:

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

Upon arrival, all such redeployed staff will be given a copy of the school's safeguarding and child protection policy, staff behaviour (code of conduct) policy, behaviour policy, the school's safeguarding recording and reporting procedures and confirmation of DSL details and arrangements.

Safer recruitment/volunteers and movement of staff

The school will maintain its commitment to ensuring that only suitable people are given opportunities to work with children at the school. Any recruitment during COVID-19 will therefore be undertaken following the normal safer recruitment processes subject to the school's policy, local authority guidance and advice and Part 3 of *Keeping Children Safe in Education (DfE 2019)* [KCSiE].

Safer recruitment principles also apply to the recruitment of volunteers, subject to *KCSiE*.

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that the school is aware, on any given day, which staff/volunteers are in the school and that appropriate checks have been carried out, especially for anyone engaging in Regulated Activity. As such, the school will continue to maintain the single central record as outlined in *KCSiE*.

Online safety

The school is committed as always to providing children with a safe environment in which to learn. That includes online learning. The online filtering (in relation to school-owned devices) and monitoring systems will be in operation as normal. The school is unable to filter activity on devices not owned by the school. Parents may find it useful to refer to <https://www.internetmatters.org/blog/parental-controls/broadband-mobile/> for guidance on putting some restrictions in place to keep children safe.

Where pupils/students are using ICT equipment in school, appropriate supervision will be in place as

normal.

Children and online safety away from school and college

As above, all online lessons should be delivered by school staff in accordance with the school's safeguarding and child protection, staff behaviour (code of conduct) and acceptable use of ICT policies.

The school will take account of guidance from DfE in relation to the planning and delivery of online learning when it is issued; as well as nationally recognised guidance including [guidance from the UK Safer Internet Centre on safe remote learning](#) and [London Grid for Learning on the use of videos and livestreaming](#).

Staff will always use school/service owned technology and accounts for the delivery of remote lessons/tutorials. Where possible, applications that facilitate the recording of lessons will be used. School leaders will randomly sample recorded lessons in order to safeguard pupils/students and staff and to ensure that policies are being followed.

If staff need to deliver lessons/tutorials on a one-to-one basis or communicate with vulnerable children who are not attending school via video chat, they will speak to parents/carers before lessons commence and at the end of lessons before logging off.

The school will inform parents/carers regarding the mechanisms as to how staff will communicate with children online.

It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk, distressed for some reason or vulnerable in some other way; and report and record that following normal safeguarding procedures. All such concerns must be brought to the attention of a DSL and dealt with by a DSL as per the main policy in the normal way.

The school will ensure that online learning tools and systems are used in line with privacy and data protection/GDPR requirements.

Below are other issues that staff need to take into account when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including that used by any family members in the background.
- Staff must only use platforms specified by senior managers and approved by the school's ICT manager/co-ordinator for communication with pupils/students
- Staff should record the length, time, date and attendance of any sessions held.

The school recognises that school is a protective factor for children and young people and that the extraordinary circumstances created by the COVID-19 virus may well affect the mental health of some pupils/students and/or their parents/carers.

All staff will maintain as awareness of those issues in communications with children and their parents/carers including when setting expectations of pupils' work when they are at home.

Supporting children not in school

Any child on the school's register/database of vulnerable children who it has been decided does not need to attend school; cannot attend school due to a risk to their own health or the health of another member of their household; or whose parents/carers are unwilling to send them to school will have an identified plan of support that will be overseen by a named DSL and recorded on the child's safeguarding file.

The plan will include regular communication with the child's named social worker or family support worker where there is one. A record of all communications* with the child, parents/carers and practitioners in partner agencies will be made on the child's safeguarding file (*including telephone calls, Emails, other online communication, video conversations and virtual meetings).

The school will work closely with all stakeholders to maximise the effectiveness of any communication plan in order to safeguard the child.

This plan must be reviewed regularly (at least once per week) by the allocated DSL in discussion with at least one other member of the DSL team, using regular/planned DSL team meetings as appropriate.

The school will continue to share safeguarding messages on its website, social media pages and via newsletters.

Supporting children in school

The school will continue to be a safe space for all children who attend during the COVID-19 virus. Whenever the school is open and to maximise safety, the headteacher will ensure that appropriate numbers of staff are on site and that staff to pupil ratio numbers are appropriate.

The school will ensure that government guidance for education and childcare settings in respect of social distancing and advice from Public Health England in respect of handwashing and other protective measures to limit the risk of spreading COVID19 is followed regularly and robustly.

All children attending school will be provided with appropriate emotional support, bespoke to their needs, assessed vulnerability and circumstances.

Where the school has concerns about the availability of critical staff to work in school – particularly members of the DSL team, SENCo, designated teacher for children who are looked after and first aiders – those concerns will be raised with the governing body without delay.

Peer on peer abuse

The school recognises that a revised process for managing any report of peer on peer abuse and supporting victims may be required during the COVID-19 virus when only a relatively small number of children will be attending school.

Where the school receives a report of peer on peer abuse, it will follow the principles as set out in part 5 of KCSIE and as outlined in the main policy as closely as possible.

The school will listen and work with all children involved, their parents/carers and any multi-agency partner required to ensure the safety and security of alleged victims, alleged perpetrators and all other children attending the school.

Concerns and actions must be recorded on the child's safeguarding file and appropriate referrals made by the DSL.

Support from the local authority

The Education Safeguarding service will be available as usual for advice and support via 079 6622 4286 or 01926 742525; or adrianover@warwickshire.gov.uk; and will also provide further updates and information from Warwickshire Safeguarding and the local authority as necessary and appropriate.

APPENDIX 11 Addendum to the WISF Child Protection & Safeguarding Policy

Appendix 11 – Updates shown in red text

Dated: 1 June 2020

Safeguarding children during Coronavirus (COVID-19)

Context

This additional guidance is based on DfE advice published on 20th and 27th March 2020 and updated 20 May 2020 (still awaiting further guidance following the Prime Minister's announcement of 28 May) – please see <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people> and <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

This appendix addresses how the school will apply the safeguarding and child protection policy in order to safeguard all pupils/students during COVID-19. It applies both to the return of more pupils to the Foundation Schools as of 01.06.20 and the majority who will be staying at home pending further government advice.

Vulnerable children

From 20th March 2020 the government asked parents to keep their children at home, wherever possible, and asked schools to remain open only for those children who absolutely need to attend. Children who absolutely need to attend are those children of workers critical to the COVID-19 response and children defined as vulnerable as follows:

- Children who have a social worker, including children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989**.
- Children and young people up to the age of 25 with education, health and care (EHC) plans*.
- Other children who the Designated Safeguarding Lead considers to be vulnerable, including those children who may be in receipt of early help; were previously the subject of child protection or child in need plans; were previously looked after; or whose situation and wellbeing at home may become unsafe or insecure if they do not attend school.
-

*The DSL will undertake a risk assessment in consultation with the local authority and parents/ carers to determine whether children with an EHC plan need to continue to be offered a school or college place in order to meet their needs or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

- **It may also be necessary and appropriate to undertake a similar risk assessment in relation to children with social workers. However, the school will provide a place for any child with a social worker:
 - if the social worker requires a place to be provided; and
 - the child's parents/carers are willing to send the child to school; and
 - the child does not have an underlying health condition that puts them at increased risk.
 -

In circumstances where the school considers a child to be vulnerable and eligible to attend school but a parent/carer does not want to bring their child to school, the DSL will explore the reasons for this directly with the parent/carer. If the child has a social worker, the DSL will liaise with the social worker and seek to involve them in the discussion with the child's parents/carers.

Where parents/carers are concerned about the risk of their child contracting COVID19, the DSL will discuss those anxieties with the parent/carer following the advice set out by Public Health England. If the child has a social worker, the DSL will liaise with the social worker and seek to involve them in the discussion with the child's parents/carers.

NB eligibility for free school meals in and of itself will not be the determining factor in assessing vulnerability for these purposes.

In line with advice from Warwickshire County Council, the school will create and maintain an up-to-date register/database of all pupils/students who are considered vulnerable as above.

The register/database will contain the names and contact details of the child's parents/carers; other significant family members; social workers; family support workers; and any other key professionals including health professionals and youth justice workers. The register/database will be accessible to the designated safeguarding lead (DSL) and all deputy designated safeguarding leads including by secure access for DSLs who may need to self-isolate and/or work from home.

The school will assess the level of vulnerability of each pupil/student on the register/database using the RAG rating format as below. This will support the DSL to identify those children that need to be offered the opportunity to attend school (this must include all children with a social worker), those that can be supported by regular contact from a DSL and those whose attendance might be inconsistent and who may therefore need additional contact and support.

The RAG rating criteria are:

Red - most at risk of harm or neglect (will include all children subject of a child protection plan); and all children who are looked after

Amber - a moderate risk of harm, but with some protective factors (will include those with a Child in Need plan and/or being supported by a family support worker)

Green - some concerns or unmet needs; or have been red or amber and need monitoring.

Every child on the vulnerable children register/database will be allocated to a named DSL who will be responsible for ensuring that the identified level of support and contact is provided.

DSLs will record all contacts and outcomes with vulnerable children and their families in the usual way so that those records are visible to colleague DSLs and can be reviewed in regular DSL meetings.

Attendance monitoring

If the school has any eligible children in attendance, the daily attendance sheet will be submitted to the DfE by 12 .00pm using the pro forma: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, the return will be submitted once as required by the DfE.

For any child eligible to attend school who does not attend, the school will follow the normal absence management procedure. As a minimum, a text message will be sent home in relation to each eligible on each day of absence. If the DSL is concerned about the child's level of vulnerability, a decision will be made about whether a home visit is appropriate or if a phone call will suffice; and the necessary frequency of such contact for each day of absence

In relation to **all children subject of child protection plans and who are looked after** who do not attend school, the DSL or designated teacher for children who are looked after will **liaise closely with Children's Social Care**. A shared decision may be made that as long as one practitioner has seen the child, that will suffice as a safe and well check, but the DSL will log any such decision and all home

visits undertaken.

In any event, the **social worker must be informed about any child subject of a child protection plan, child in need plan or who is looked after who does not attend school on the first and (subject to the agreement reached with the social worker) each subsequent day of absence.**

For each child identified as vulnerable but who the DSL considers can be safely cared for at home (NB this will not include any child with a child protection plan, child in need plan or who is looked after without written agreement with the child's social worker), the DSL will identify the nature and frequency of contact the child will need to reassure the DSL of their safety and wellbeing. This might include phone calls, text contact, Skype or home visits.

Home visits

Any home visit must be risk assessed. If agreed that a home visit is necessary, it should be undertaken by two members of staff.

It is unlikely that home visits will be frequent. If they are undertaken, they will be subject of a risk assessment based on the following guidelines:

1. The DSL will speak to the child's parents/carers to establish whether any member of the household has symptoms of COVID-19; has been diagnosed; or is self-isolating.
2. Home visits will be undertaken by two members of staff, one of whom will be a DSL. NB It would be expected that any member of staff who has an underlying health condition/vulnerability would be at home self-isolating. For the absence of doubt, no such member of staff will therefore undertake home visits.
3. The DSL will inform the parents/carers of the plan to undertake a home visit and that visiting staff will need to see and speak to the child through a window.
4. Staff undertaking home visits must wear gloves and avoid contacting metal surfaces with their bare skin. They will knock on the door of the house with covered hands. After knocking on the door, they will step back from the door.
5. Visiting staff will ask to see and talk to the child through a window; and will aim to keep the conversation as upbeat and positive as possible.
6. Staff are advised not to enter households but simply to check that the child is well by a conversation through a window, maintaining the recommended social distance of 2 metres.
7. However, if undertaking a home visit, staff must actually see the child.

If a family is self-isolating and/or it is difficult/not appropriate to carry out a home visit subject to the risk assessment, the DSL will consider whether technology can be used to see the child, e.g. via Skype or other means of video chat. If carrying out Skype/video chat, this should be agreed with parents/carers prior to any call being made.

All school policies including the child protection, staff behaviour and ICT acceptable use policies must be followed at all times both in face to face and electronic communication with pupils and parents/carers. No staff member should use their own ICT or telephone equipment; or private message children; or video conference with a child directly other than via school-owned equipment subject to parental agreement as above.

Where concerns for a child at home reach the threshold for significant harm, a referral must be made to Children's Social Care/Police as per normal safeguarding procedures. For that reason, all DSLs must

have access to MASH and other key agency phone numbers and children's details even when working from home.

Designated Safeguarding Lead (DSL)

The DSL and Deputy DSLs are as named in the main policy.

Wherever possible, the DSL or DDSL will be available on site at all times the school is open. In the event that this is not possible (every effort will be made to ensure that such occasions are rare).

The DSL or a DDSL will be readily accessible via telephone or online video contact. All staff will be provided with contact details in order to be able to contact a DSL without any difficulty and will be informed about which members of the DSL team are available on each day that the school is open.

The DSL to send out a reminder to those staff returning to school as of 01.06.20 who may identify new safeguarding concerns about individual children as they see them in person following partial school closures and what to do if they do have any concerns. DSL to circulate contact details to those staff returning to school.

Where it is not possible for the DSL or DDSL to be on site, a senior leader will always be present and will assume responsibility for co-ordinating safeguarding on site, always with ready telephone/ online access to the DSL / DDSL as above.

All DSLs will have remote access to the register/database of all vulnerable children and other safeguarding records when working off site.

The DSL team will meet weekly to discuss the welfare and status of each child on the register/ database of vulnerable children.

Where resources allow, DSLs and DDSLs are to have more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return to school.

DSLs and DDSLs to ensure that relevant safeguarding and welfare information held on all children (including returning children) remains accurate. DSLs and DDSLs should ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns.

DSL and DDSLs to ensure that information shared by parents and carers with form teachers / tutors in relation to welfare, health and wellbeing are passed onto them directly so relevant information can be shared with the members of staff in school supporting returning pupils thus ensuring that pupil pastoral needs are met whilst they are in school.

The DSL team will liaise with MASH, Social Care, family support workers and other key safeguarding partners as normal, whether working in school or working remotely. When working from home, DSLs will be accessible via access to their school Email account and should have use of a school-owned mobile telephone, the number of which should be shared with colleague DSLs, partners and the Education Safeguarding service.

The DSL team will continue to attend – either in person or virtually – child protection conferences; core group meetings; strategy meetings; child in need meetings; children who are looked after reviews; and early help meetings.

If the school closes and pupils need to attend another school in accordance with local/hub arrangements, the school will maintain its overarching responsibility for safeguarding the child. The DSL will be responsible for liaising with the receiving school in order to share information from the register/database of vulnerable children and to advise the receiving school about how best to respond

to new/emerging concerns. The DSL must be informed by the receiving school about any new incidents or concerns and agreement must be reached and recorded about whether the DSL or a DSL in the receiving school is best placed to discuss issues with parents/carers, contact social workers, make referrals etc.

Reporting a concern

All staff and volunteers continue to have a responsibility for safeguarding children and will report any safeguarding concerns about children to a DSL in the normal way as set out in the main policy.

Staff should have access to the normal safeguarding recording format (e.g. green forms, CPOMS) when working off site including when working from home.

Staff and volunteers are reminded of the need to report any concern immediately and without delay, **including new concerns where pupils are returning to school.**

In the unlikely event that a member of staff cannot access the normal safeguarding recording format (whether green forms, CPOMS or something else) remotely, they will contact the DSL via Email (cc to at least one other DSL and the headteacher) to inform them that they need to share a concern. This will ensure that the concern is received.

Where a member of staff or volunteer is concerned about the behaviour of an adult working with children in the school, they should inform the headteacher as normal (using a yellow form if the school uses yellow forms). If the notification needs to be made when the reporting individual is offsite, this should be done verbally and followed up with an Email to the headteacher on the same working day.

As normal, any concerns about the headteacher should be reported to chair of governors.

Safeguarding training and induction

The DfE recognises that DSL training is very unlikely to take place whilst the threat of the COVID-19 virus remains and government guidance in relation to large gatherings and social distancing is relaxed.

DfE guidance states that for the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

The DSL will communicate any new or revised safeguarding advice, guidance, requirements, arrangements or information in writing to all staff and volunteers. **Staff returning to school as of 01.06.20 are to read this updated addendum as part of the WISF Child Protection and Safeguarding Policy.**

Where new staff or volunteers are recruited, they will continue to be provided with a safeguarding induction.

If adults from another school or setting are redeployed to work at the school during the COVID-19 virus, the school will take into account DfE supplementary guidance and will accept portability of pre-employment checks as long as the current employer confirms in writing that:

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

Upon arrival, all such redeployed staff will be given a copy of the school's safeguarding and child protection policy, staff behaviour (code of conduct) policy, behaviour policy, the school's safeguarding recording and reporting procedures and confirmation of DSL details and arrangements.

Safer recruitment/volunteers and movement of staff

The school will maintain its commitment to ensuring that only suitable people are given opportunities to work with children at the school. Any recruitment during COVID-19 will therefore be undertaken following the normal safer recruitment processes subject to the school's policy, local authority guidance and advice and Part 3 of *Keeping Children Safe in Education (DfE 2019)* [KCSiE].

Safer recruitment principles also apply to the recruitment of volunteers, subject to KCSiE.

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that the school is aware, on any given day, which staff/volunteers are in the school and that appropriate checks have been carried out, especially for anyone engaging in Regulated Activity. As such, the school will continue to maintain the single central record as outlined in KCSiE.

Online safety

The school is committed as always to providing children with a safe environment in which to learn. That includes online learning. The online filtering (in relation to school-owned devices) and monitoring systems will be in operation as normal. The school is unable to filter activity on devices not owned by the school. Parents may find it useful to refer to <https://www.internetmatters.org/blog/parental-controls/broadband-mobile/> for guidance on putting some restrictions in place to keep children safe.

Where pupils/students are using ICT equipment in school, appropriate supervision will be in place as normal.

Children and online safety away from school and college

As above, all online lessons should be delivered by school staff in accordance with the school's safeguarding and child protection, staff behaviour (code of conduct) and acceptable use of ICT policies.

The school will take account of guidance from DfE in relation to the planning and delivery of online learning when it is issued; as well as nationally recognised guidance including [guidance from the UK Safer Internet Centre on safe remote learning](#) and [London Grid for Learning on the use of videos and livestreaming](#).

Staff will always use school/service owned technology and accounts for the delivery of remote lessons/tutorials. Where possible, applications that facilitate the recording of lessons will be used. School leaders will randomly sample recorded lessons in order to safeguard pupils/students and staff and to ensure that policies are being followed.

If staff need to deliver lessons/tutorials on a one-to-one basis or communicate with vulnerable children who are not attending school via video chat, they will speak to parents/carers before lessons commence and at the end of lessons before logging off.

The school will inform parents/carers regarding the mechanisms as to how staff will communicate with children online.

It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk, distressed for some reason or vulnerable in some other way; and report and record that following normal safeguarding procedures. All such concerns must be brought to the attention of a DSL and dealt with by a DSL as per the main policy in the normal way.

The school will ensure that online learning tools and systems are used in line with privacy and data protection/GDPR requirements.

Below are other issues that staff need to take into account when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including that used by any family members in the background.
- Staff must only use platforms specified by senior managers and approved by the school's ICT manager/co-ordinator for communication with pupils/students
- Staff should record the length, time, date and attendance of any sessions held.

The school recognises that school is a protective factor for children and young people and that the extraordinary circumstances created by the COVID-19 virus may well affect the mental health of some pupils/students and/or their parents/carers.

All staff will maintain as awareness of those issues in communications with children and their parents/carers including when setting expectations of pupils' work when they are at home.

Supporting children not in school

Any child on the school's register/database of vulnerable children who it has been decided does not need to attend school; cannot attend school due to a risk to their own health or the health of another member of their household; or whose parents/carers are unwilling to send them to school will have an identified plan of support that will be overseen by a named DSL and recorded on the child's safeguarding file.

The plan will include regular communication with the child's named social worker or family support worker where there is one. A record of all communications* with the child, parents/carers and practitioners in partner agencies will be made on the child's safeguarding file (*including telephone calls, Emails, other online communication, video conversations and virtual meetings).

The school will work closely with all stakeholders to maximise the effectiveness of any communication plan in order to safeguard the child.

This plan must be reviewed regularly (at least once per week) by the allocated DSL in discussion with at least one other member of the DSL team, using regular/planned DSL team meetings as appropriate.

The school will continue to share safeguarding messages on its website, social media pages and via newsletters.

Supporting children in school

The school will continue to be a safe space for all children who attend during the COVID-19 virus. Whenever the school is open and to maximise safety, the headteacher will ensure that appropriate numbers of staff are on site and that staff to pupil ratio numbers are appropriate.

The school will ensure that government guidance for education and childcare settings in respect of social distancing and advice from Public Health England in respect of handwashing and other protective measures to limit the risk of spreading COVID19 is followed regularly and robustly.

All children attending school will be provided with appropriate emotional support, bespoke to their needs, assessed vulnerability and circumstances.

Where the school has concerns about the availability of critical staff to work in school – particularly members of the DSL team, SENCo, designated teacher for children who are looked after and first aiders – those concerns will be raised with the governing body without delay.

Staff supporting the reopening of school need to have read the following documents;

- Guidelines for staff working with children returning to school
- Risk Assessments for; Reopening of the school, Break times and Severe wet weather

Warwick Prep School - If a member of staff requires assistance during the day and cannot access a phone safely near their classroom, they may use their personal mobile phone to ring the office for help. This number is to be saved in their contacts: 01926 491545). All phones must be out of sight of the children and not be used for personal use. All staff will be asked to complete the Staff Personal Mobile Phone Register for Emergency Calls whilst at work.

Peer on peer abuse

The school recognises that a revised process for managing any report of peer on peer abuse and supporting victims may be required during the COVID-19 virus when only a relatively small number of children will be attending school.

Where the school receives a report of peer on peer abuse, it will follow the principles as set out in part 5 of KCSIE and as outlined in the main policy as closely as possible.

The school will listen and work with all children involved, their parents/carers and any multi-agency partner required to ensure the safety and security of alleged victims, alleged perpetrators and all other children attending the school.

Concerns and actions must be recorded on the child's safeguarding file and appropriate referrals made by the DSL.

Support from the local authority

The Education Safeguarding service will be available as usual for advice and support via 079 6622 4286 or 01926 742525; or adrianover@warwickshire.gov.uk; and will also provide further updates and information from Warwickshire Safeguarding and the local authority as necessary and appropriate.

APPENDIX 12 Mental Health

The department has published advice and guidance on Preventing and Tackling Bullying
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Mental Health and Behaviour in Schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWB_draft_20_03_15.pdf

See Rise Above for links to all materials and lesson plans.

<https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>