



Hopelands Preparatory School  
38/40 Regent Street, Stonehouse, Gloucestershire, GL10 2AD

# Safeguarding & Child Protection Policy

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# 1 Introduction

- 1.1 Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children’s mental physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Keeping Children Safe in Education, September 2020)
- 1.2 This policy applies to all pupils in the school, including those in the EYFS.
- 1.3 The purpose of this policy is to inform staff, parents and guardians, contractors, volunteers, and governors about the school’s responsibilities for safeguarding children and to enable all parties to have a clear understanding of how these responsibilities should be carried out. It applies wherever staff members are working with pupils – even where this is away from the school, such as on educational visits.
- 1.4 This policy is published on the school’s website and is available to parents of current and prospective pupils from the school’s office on request. Large print or other accessible formats can also be made available.
- 1.5 The policy is drafted in accordance with all relevant legislation and the following statutory guidance:
- Keeping Children Safe in Education September 2021 (KCSIE)
  - Working Together to Safeguard Children July 2018 (WTSC)
  - Prevent Duty Guidance for England and Wales July 2015
  - Disqualification Under the Childcare Act August 2018
  - Education (Independent School Standards) Regulations 2014
  - GSCE agreed inter-agency procedures
  - Statutory framework for the Early Years Foundation Stage March 2017
  - What to do if you are worried a child is being abused – advice for practitioner’s March 2015
  - Safeguarding children and young people October 2018
  - Children Missing Education September 2016
  - Strategy for dealing with safeguarding issues in charities December 2017
- 1.6 We follow the procedures of Gloucestershire’s Safeguarding Partnership. We are advised by the GSCE Working Together Partnership and Child Protection in Schools and Education Officer, whom the DSL regularly consults on safeguarding matters. Contact details are contained in Appendix 1.
- 1.7 Every complaint, low level concern or suspicion of abuse from within or outside the school will be taken seriously and action will be taken in accordance with this policy.

# 2 Principles

- 2.1 Hopelands Preparatory School is committed to safeguarding and promoting the welfare of all pupils in our care, and expects all staff, governors, and volunteers to share this commitment. To achieve this, the school seeks to create a safe school environment and a strong pastoral system. Staff are trained to listen to pupils’ concerns, identify issues early and respond appropriately following agreed procedures. The school will consider, always, what is in the best interest of the child.
- 2.2 The School will take all reasonable measures to:
- ensure that we practise safer recruitment in checking the suitability of staff, governors, and volunteers (including staff employed by other organisations) to work with children and young people. Staff recruitment procedures are outlined in detail in the School’s Safer Recruitment Policy.

- ensure that, where staff from other organisations are working with our pupils on another site, we have received confirmation that appropriate child protection checks and procedures apply to those members of staff and that any such checks do not raise any issues of concern in relation to the suitability of those staff members working with children.
- follow the local inter-agency procedures of Gloucestershire Safeguarding Children's Partnership and contribute to inter-agency working.
- support pupils in need through early intervention and, where appropriate, support them in co-operation with multi-agencies who are working to the Common Assessment Framework (CAF) and as part of the Team around the Child (TAC) approach.
- be alert to signs of abuse, both in the school and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil.
- deal appropriately with every suspicion or complaint of abuse and support pupils who have been abused in accordance with their agreed child protection plan.
- design and operate procedures which promote this policy, but which, so far as possible, ensure that teachers and other staff who are innocent are not prejudiced by false allegations.
- be alert to the needs of pupils with physical and mental health conditions.
- operate robust and sensible health and safety procedures.
- operate clear and supportive policies on drugs, alcohol, and substance misuse.
- assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area.
- identify children who may be vulnerable to radicalisation and know what to do when they are identified.
- take all practicable steps to ensure that School premises are as secure as circumstances permit.
- teach pupils about safeguarding issues and about how to keep themselves safe (including on-line); and
- ensure that any deficiencies in our child protection and safeguarding procedures are remedied without delay.
- To protect and educate pupils and staff in their use of technology and establish mechanisms to identify, intervene and escalate any concerns where appropriate.
- To act on and record all levels of concerns including the low level concerns.

### **3 Roles and responsibilities**

#### **3.1 All staff (including governors and volunteers)**

All staff are under a general legal duty to:

- contribute to providing a safe environment in which children can learn.
- attend appropriate safeguarding and child protection training on an annual basis or additionally as directed by the DSL.
- be aware of indicators of the different forms of abuse and neglect. This may include, but not limited to bullying (including cyber bullying), gender-based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour, and sexting. Staff should recognise that children can abuse their peers.
- assist children in need and to protect children from abuse, neglect, radicalisation, and extremism.
- be familiar with the school's policies pertaining to safeguarding and child protection procedures (see section 16.9) and follow them.
- know how to access and implement the procedures, independently if necessary.

- keep a sufficient record of any significant complaint, conversation, or event.
- report any matters of concern to the DSL or, where appropriate, to one of the key contacts in accordance with this policy; and
- all Designated Safeguarding Leads (DSLs) will undergo updated Safeguarding training every two years. DSLs should undertake Prevent awareness training and disseminate the training to all staff.
- Support social services and any other agencies following any referral.
- School and college leaders and those staff who work directly with children should read Annex B which contains important additional information about specific forms of abuse and safeguarding issues.

### 3.2 Year 6 Pupils

At Hopelands Preparatory School, we run a Buddy system where Year 6 pupils are a Buddy to a pupil who is in reception or who has recently joined the school. The children are encouraged to talk to each other but to share any concerns with an adult. Year 6 pupils in leadership roles talk regularly with senior members of staff to talk through any issues or concerns that they have become aware of either for individuals or groups within the school.

### 3.3 The Designated Safeguarding Lead (DSL)

The school has appointed a Designated Safeguarding Lead (DSL) who is also the Head. The DSL takes lead responsibility for safeguarding (including on-line safety) and child protection and is the first point of contact for parents, pupils, staff, and others if they have any concerns about safeguarding or child protection. The school also has Deputy DSLs, ensuring that there is always an appropriately trained and designated person in the school or who can be immediately contacted by the school. A full description of the responsibilities of the DSL is set out in Annex B of KCSIE but these can be summarised as follows:

#### **Raise awareness**

- provide support, advice and expertise on all matters concerning safeguarding
- encourage a culture among staff of listening to pupils that considers their wishes and feelings
- ensure this Policy is known, understood, and used appropriately, and reviewed at least annually
- monitor the operation of this policy and regularly review and update the school's child protection procedures and their implementation, working with the governors as necessary
- ensure that all members of staff and volunteers receive the appropriate training on child protection, keep and maintain records of this training and ensure that staff are aware of training opportunities and the latest local policies on safeguarding.
- The safeguarding lead person should be familiar with the full 2020 guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

#### **Manage referrals**

- advise and act promptly upon all safeguarding concerns reported to them
- refer cases of suspected abuse to the local authority children's social services and the Local Authority Designated Officer (LADO) where appropriate, support staff who make or consider making any such referrals and liaise with the local authority children's social services on behalf of the School as required

- refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make or consider making any such referrals
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
- refer cases where a crime may have been committed to the police
- keep detailed, accurate, secure written records of concerns or referrals
- where appropriate, take part in child protection conferences or reviews by the local authority
- keep the Chair informed of all concerns and actions, especially ongoing enquiries under s47 Children's Act 1989 and police investigations
- monitor records of pupils in the school who are subject to a child protection plan, to ensure that they are maintained and updated as notifications are received
- monitor the confidentiality and storage of records relating to child protection and where a pupil leaves, ensure their child protection file is copied for the new school as soon as possible and transfer it separately from the main pupil file, ensuring secure transit and confirmation of receipt is obtained

### **Prevent**

- understand and support the school about the requirement of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- the designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

### **Training**

DSLs should help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff. All staff should receive safeguarding and child protection training including training in on-line safety. This could be done by, for example:

- Making sure that staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for them
- Supporting teaching staff to identify the challenges that children in this group might face, and the additional academic support and adjustments that they could make to best support them

#### **3.4 Deputy Designated Safeguarding Leads (DDSL)**

DDSLs are trained to the same standard as the DSL and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of a long-term absence of the DSL, a deputy will assume responsibility for all the activities described above. On a day-to-day basis safeguarding activity may be delegated to a DDSL but ultimate lead responsibility for safeguarding and child protection remains with the DSL.

#### **3.5 Head Teacher**

The Head is responsible for ensuring that the procedures outlined in this Policy are followed on a day-to-day basis. To this end the Head will ensure that:

- the safeguarding and child protection policy and procedures adopted by the governing body are implemented and followed by all staff.
- the allocation of sufficient time, training, funding, support, and resources necessary to enable the DSL and DDSs to carry out their roles effectively is given, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- matters which affect pupil welfare are adequately risk assessed by appropriately trained individuals and for ensuring that the relevant findings are implemented, monitored, and evaluated.
- systems are in place for children to express their views and give feedback which operate with the best interests of the child at heart.
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the School's Whistleblowing Policy.
- pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- ensure safer recruitment procedures in line with Part 3 of KCSIE, September 2021 are being adhered to;
- they liaise with Local Authority Designated Officer (LADO) before taking any action and on an ongoing basis, where an allegation has been made against a member of staff or volunteer; and
- they notify the Disclosure and Barring Service and, where appropriate, the Teaching Regulatory Authority of anyone who has harmed or may pose a risk to a child.

### 3.6 Governing Body

The Governing Body's has overall responsibility to ensure compliance with child protection statutory requirements and actively promote the wellbeing of pupils. It is the role of the Governing Body to provide scrutiny of Safeguarding Policy and practice. The governing body takes seriously its responsibility to fulfil its duty of care in promoting the welfare of children, ensuring their security, and protecting them from harm. To this end the School Governors ensure that:

- an effective, up to date child protection policy is in place and made available on the school's website.
- other policies, as prescribed Part 2 of KCSIE, are in place and operational.
- required pre-employment checks are being carried out in a timely way and correctly recorded in the Single Central Register.
- all staff receive safeguarding training in accordance with this Policy including online safety.
- pupils are taught about safeguarding, including online safety.
- the school's safeguarding arrangements consider the procedures and practice of Gloucestershire's Safeguarding Partnership.
- the school contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of children are identified.
- appropriate filters and monitoring systems are in place to keep children safe online; and
- the school reports to their local authority any child who joins or leaves the school at non-standard transition times in line with statutory and local authority guidance.
- the Governing board ensures there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems

- the Governing board understands the local criteria for action24 and the local protocol for assessment25 and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners.
- the Governing board and proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. 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.

### 3.7 Safeguarding Governor

The school governors have appointed a nominated governor for safeguarding to take a lead in relation to responsibility for safeguarding arrangements. The nominated Governor:

- discusses safeguarding matters with the DSL at least once a term.
- liaises directly with the local authority and/or partner agencies where appropriate; and
- undertakes an annual audit of the school's safeguarding procedures and submits a written report to the Governing Body with recommendations for further improvements. The annual written report will typically consider: the effectiveness and implementation of relevant policies; staff safeguarding training; staff recruitment procedures; the handling of safeguarding issues; referral management; the contribution the school is making to inter-agency working; and the provision for teaching pupils how to keep themselves safe. This audit will form part of the annual review undertaken by the Governing Body as a whole to ensure that all policies, procedures and training provided by the school are effective and comply with the law.

3.8 The nominated Governor for safeguarding is Jan Lawry Contact details are set out in Appendix 1.

## 4 Key personnel

The DSL at the School is Sheila Bradburn, Head. If the DSL is unavailable, the role will be carried out by the Deputy DSL Sonja Jones the DSL or Deputy DSLs are always available during the school's hours to discuss safeguarding concerns with staff, either in person or via telephone or email. During any lock down period, concerns about safeguarding can be raised with the DSL on her private number. If she is not available, then the Deputy DSL can be contacted.

- 4.1 If the DSL and Deputy DSLs are unavailable, the role will be carried out by the safeguarding governor. Outside school hours and during out of term activities, a designated member of the SLT will assume temporary responsibility.
- 4.2 Anneke Hurley oversees safeguarding within the EYFS.
- 4.3 Lyndsay Cook is the designated member of staff who oversees the welfare of looked after children
- 4.4 Contact details for all the above are contained in Appendix 1.

## 5 Staff training

- 5.1 Staff training encourages all members of staff to maintain an attitude of 'it could happen here' where abuse and neglect are concerned.
- 5.2 Induction training for all new members of staff, including temporary employees or volunteers, includes formal child protection training which covers:



- This safeguarding policy and related policies on Anti-Bullying and Cyber-bullying, E-Safety, Mental Health and Prevent\*.
- Part 1 and Annex A of KCSIE\*.

\* School and college leaders and those staff who work directly with children should read annex B of KCSIE

- the role, identity and contact details of the DSL and Deputy DSLs.
  - policies on acceptable use of IT and online safety\*.
  - the pupil behaviour policy (Rewards & Sanctions) \*.
  - the school's safeguarding response to children who go missing from education.
  - the staff Code of Conduct\*.
  - the school's policy on Whistleblowing\*.
- Copies of these documents will be provided either in paper form or electronically as part of the induction process and new staff will be required to sign a declaration confirming they have read and understood them. A proportional, risk-based approach will be taken to determine the level of information provided to temporary staff and volunteers.

- 5.3 All staff, including the Head and volunteers involved in regulated activity, will undertake appropriate child protection training which, in line with GSCCE Safeguarding guidance, is updated every three years. In addition, all staff will receive safeguarding updates delivered through a combination of INSET, emails or e-bulletin updates, and the completion of relevant e-courses on a regular basis and at least annually. Safeguarding training is coordinated by the DSL and includes online safety and Prevent training where appropriate.
- 5.4 All staff receive updated copies of the school policies referred to above and are required to confirm that they have read and understood them. In addition, Part 1 and, where appropriate, Annex A of KCSIE are reissued to staff whenever this statutory guidance is updated by the DfE. Staff training provides an opportunity to check and consolidate their understanding of the policies. Staff can also access the policies and further reading on sharepoint.
- 5.5 The School continually assesses the appropriate focus for staff training so that it can respond to specific safeguarding concerns such as mental health, online safety, radicalisation, child sexual exploitation, sexual violence and harassment, and female genital mutilation.
- 5.6 The DSL and Deputy DSLs undertake training that is in accordance with locally agreed procedures to provide them with the knowledge and skills necessary to carry out their role. This training includes Prevent awareness training and will be updated every two years. Additional specialist training will be provided to those who have specific responsibility for safeguarding in the EYFS or for Looked After Children. They also refresh their knowledge and skills at regular intervals (and at least annually) by following developments in safeguarding to:
- keep abreast of best practice for promoting a culture of listening to children.
  - remain up to date on the mechanics of inter-agency working as operated by the Gloucestershire safeguarding Partnership.
  - 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.
  - have an up-to-date working knowledge of how local authorities conduct a child protection case conferences so they can contribute to these effectively when required to do so.

- be alert to the specific needs of children in need, those with special educational needs and young carers.
- understand and support the school about the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation; and
- be able to keep proper written records of concerns and referrals.

5.7 All members of the Board of Governors receive training at least on a three-yearly basis to ensure they have the knowledge necessary to discharge their collective responsibility to exercise appropriate oversight over the school's safeguarding policies and procedures.

## 6 Hierarchy of intervention

6.1 The GSCE publishes threshold guidance so that all agencies, professionals, and volunteers in the county can use to consider how best to meet the needs of individual children and young people. This guidance provides a summary of thresholds for intervention in relation to a continuum of need, ranging from children who need no additional intervention to those who require intensive help and specialist support. Children's needs are not static, and they may experience different needs – at different points on the continuum – throughout their childhood years.

6.2 Within the continuum, there are four levels of intervention:

### **Level 1: Children with no additional needs**

These are children all whose health and developmental needs will be met by universal services such as housing, mainstream education, primary health care, community resources alone. Children and young people at this level are achieving expected outcomes. There are no identified unmet needs, or the need is at a low level and can be met by the universal services or with some limited additional advice or guidance. Children, young people, parents and carers can access these services directly.

### **Level 2: Children requiring early help**

These are children whose needs are not clear, not known or not being met. They may be vulnerable and showing early signs of abuse and/or neglect. Children and young people at this level are in need of coordinated early help and support from services.

### **Level 3: Children in need**

These are children with high-level additional unmet needs. They are unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly of further impaired, without the provision of services.

### **Level 4: Children at risk**

These are children who are suffering or are likely to suffer significant harm. This is the threshold for child protection. These children are likely to have already experienced adverse effects and to be suffering from poor outcomes.

## 7 Early help

7.1 The School recognises the importance of providing early help to pupils to provide support for a problem as soon as it arises, to prevent it from escalating. We recognise that young people may face many challenges that put them in need of support and ensure that staff are aware of them. These include stress, peer pressure, body image concerns, anxiety, and relationship issues.

7.2 Pupils are encouraged to raise concerns as soon as they are identified, either to their class teacher or directly to the Designated Safeguarding Lead, so that effective early support can be provided.

- 7.3 If staff believe that a pupil could benefit from early help, they should discuss the matter with the DSL who will, considering the GSCE Safeguarding Board threshold criteria, consider what action should be taken.
- 7.4 If early help is provided, the situation will be monitored carefully and a referral to children's social services made if the pupil's situation does not appear to be improving.
- 7.5 The School has various mechanisms to help identify emerging problems, including a thorough pupil recruitment process, the school's pastoral, and tutor system, the PSHE programme (Learning for Life +) and various policies, including Anti-Bullying and Cyber-bullying, E-Safety and Mental Health. Staff training also prepares staff to identify children who might benefit from early help.
- 7.6 The School recognises the increased vulnerability of young people to whom any or all the following apply:
- They are disabled or have special educational needs.
  - They do not have English as a first language.
  - They are living away from home for the first time.
  - They are looked after children.
  - They are acting as a young carer.
  - They are showing early signs of abuse or neglect.
  - They may be subject to discrimination and maltreatment on the grounds of race, religion, ethnicity, sexual orientation, or sexual identity.

Such children may be more likely to need early help. Also, recognising abuse or neglect may be more difficult for these children for many reasons, including:

- assumptions that indicators of possible abuse such as behaviour, mood or injury relate to a pupil's disability without further exploration.
- that pupils with special educational needs or disabilities can be disproportionately impacted by bullying without outwardly showing any signs.
- communication barriers and difficulties overcoming these barriers; and
- a disabled child's understanding of abuse.

## 8 What to look out for and when to be concerned

- 8.1 All staff should be aware of the types and signs of abuse and neglect so that they are able to identify pupils who may need help or protection. If staff are unsure, they should always speak to the DSL. 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.
- 8.2 Child abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- 8.3 Staff should be aware of the four main categories of child abuse which are commonly identified:
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- **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 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. Parents and guardians can be subject to sexual grooming too. Whilst this is not the direct responsibility of the school, it is recognised that this may have an impact on the child. The guidance covers: It covers what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) and managed in line with the child protection policy. Victims of harm will be supported by the school's pastoral system.

A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

- **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 because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, or 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. All staff should be aware that technology is a significant component in many safeguarding and well-being issues. It can take place concurrently online and in daily life.

Serious **bullying** is a form of abuse and therefore will be treated as a child protection concern if there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm.

8.4 Other forms of abuse which staff should be aware of are:

- **Children missing from education**
- **Child sexual exploitation (CSE)**
- **Child criminal exploitation (county lines)**
- **Domestic abuse**
- **Honour-Based Violence (HBV) and Female Genital Mutilation (FGM)**

- **Forced marriage**
- **Radicalisation**
- **Peer-on-peer abuse**
- **Sexual violence and harassment (including upskirting)**

These are defined more fully in Appendix 3 and further information is contained in Part 1 and Annex A of KCSIE.

## 9 Signs of abuse

9.1 Possible signs of abuse include the following (but are not limited to and do not necessarily mean that abuse is occurring):

- the pupil discloses that he or she has been abused, or asks a question which gives rise to that inference
- a pupil's injury cannot be reasonably or consistently explained, or is unusual in type or location
- a pattern or frequency of injuries is emerging
- the pupil engages in extreme or challenging behaviour or there is a sudden change in the pupil's behaviour
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss reasons
- the pupil appears neglected (e.g., dirty, hungry, inadequately clothed)
- the pupil appears reluctant to return home or has been openly rejected by parents or guardians
- the pupil's development is delayed in terms of emotional progress
- the pupil withdraws emotionally – showing a lack of trust in adults
- the pupil shies away from being touched or flinches at sudden movements
- the pupil loses or gains weight

9.2 Further guidance is provided in Appendix 3. Other sources of information on the signs of abuse include: <https://www.gscb.org.uk/;the> DfE advice note [data protection toolkit](#) and the [NPCC guidance](#) website.

## 10 Listening to pupils and record keeping

10.1 The School provides a range of opportunities for pupils to be listened to. Classes are small and meet regularly; a Play Therapist who is available; lessons encourage open communication and give opportunities for it. Age-appropriate aspects of safeguarding are actively taught through the LFL+ programme which encourage pupils to name a trusted adult to whom they would speak.

10.2 If a pupil discloses that he or she has been abused or neglected in some way, the member of staff should:

- immediately stop any other activity to listen.
- listen carefully to the pupil and keep an open mind - do not interrupt the child or be afraid of silences.
- limit the questioning to the minimum necessary for clarification using “what, when, how, where” but avoid using leading questions such as, “has this happened to your siblings?” which may prejudice an investigation.
- not make any attempt to investigate the incident themselves or decide as to whether or not the pupil has been abused.
- reassure the pupil, but never promise not to tell anyone. Instead, explain who must be told to ensure that proper action is taken in accordance with this policy.

- discuss the conversation with the DSL as soon as possible and take no further action unless instructed to do so by the DSL.
- only share information on a need-to-know basis; and
- make a full written record of the conversation as set out below.

10.3 Staff must record in writing all concerns, discussions and decisions made about a child as soon as possible on a cause of concern form (See Appendix 6). The recording must be a clear, precise and factual account of the conversation or observations. Where a child has made a disclosure, the record must include details of:

- its date, time and place
- what was said and done by whom and in whose presence
- any noticeable non-verbal behaviour or words used by the child.

The record should be signed by the person making it, using names, not initials. Any other evidence (for example, scribbled notes, mobile phones containing text messages, clothing, computers) must be kept securely and passed on to the DSL as soon as possible. No copies should be retained by the member of staff or volunteer.

## 11 Procedure to be followed by staff if they have concerns about a pupil's welfare

11.1 If a member of staff has concerns about a pupil's welfare, they must inform the DSL as soon as possible, unless the concerns involve an allegation against a member of staff, in which case the procedures set out in the section *Allegations against members of staff and volunteers* below should be followed.

11.2 All concerns, discussions, decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL.

11.3 When a child is not considered at risk of harm, but still has an unmet need that could mean they are in a Child in Need, a referral should be made by the DSL to Children's Social Care. Parental consent for referrals of this type is not required in these circumstances. However, it is best practice for such concerns to be discussed first with parents and any subsequent referral to be made transparently with their knowledge.

11.4 If a pupil is in **immediate danger** or is at **risk of harm**, a referral should be made to children's social services and/or the police **immediately**. Anyone can make a referral, although if a referral is made by someone other than the DSL, the DSL should be informed as soon as possible.

11.5 If a teacher discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under 18, the teacher **must** report this to the police. Unless the teacher has a good reason not to, they should also still inform the DSL. This statutory duty does not apply to suspected cases of FGM or those at risk of FGM, which should both be addressed in accordance with the safeguarding procedures described in this policy. (For further details, see Annex A of KCSIE.)

11.6 The normal safeguarding procedures outlined in this Policy must be used when there are concerns about children who may be at risk of being drawn into terrorism.

11.7 Parents can report to the DSL on the welfare of any pupil in the school, whether their own child or not. If preferred, parents may discuss concerns in private with the pupil's teacher or other member of staff, who will notify the DSL.

11.8 Any member of staff may refer a matter to children's social services directly. This could happen in exceptional circumstances such as in an emergency or if there is a genuine concern that appropriate action has not been taken.

## 12 Duties of the DSL on being notified of a concern about a pupil's welfare

12.1 When the DSL is notified of any concerns about a pupil's welfare, he or she will decide on the appropriate course of action. In particular, the DSL will decide whether a referral should be made to children's social services.

12.2 Factors that the DSL should bear in mind when making their decision include:

- the best interests of the child
- the nature and seriousness of the complaint
- the referral threshold set by the GSCE Safeguarding Partnership
- the child's wishes or feelings
- the inter-agency procedures of the GSCE Safeguarding Partnership where relevant, local information sharing protocols relating to Channel referrals.

12.3 If the DSL decides not to make a referral, but to support the pupil with early help, the DSL will keep the situation under review and consider a later referral to children's social services will be made if the pupil's situation does not appear to be improving.

### **13 Making a referral to children's social services**

13.1 If a pupil is NOT in immediate danger or at risk of suffering harm but is in need of additional support from one or more agencies, the DSL will make a referral to children's social services in the Local Authority in which the child lives.

13.2 If the initial referral is made by telephone, the DSL should confirm the referral in writing. Confirmation of the referral and details of the decision on what action will be taken should be received from the Local Authority within one working day. If this is not received, the DSL should contact children's social services again.

13.3 If the DSL is not sure whether a referral should be made, he/she will consult with children's social services on a no-names basis. However, if at any stage sufficient concern exists that a pupil may be at risk of harm or in immediate danger, a referral to children's social services and/or the police will be made immediately.

13.4 If the referral is made by a member of staff other than the DSL, the DSL should be informed as soon as possible that a referral has been made.

13.5 The School is not required to obtain parental consent prior to a referral being made to statutory agencies provided that there is a lawful basis to process any personal information required.

13.6 If, after a referral, the pupil's situation does not appear to be improving, the DSL should contact children's social services again to follow the matter up and ensure that their concerns are addressed, and the pupil's situation improves.

13.7 Where relevant, the school will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The school will respond to requests for information from the police promptly and in any event within five to ten working days.

13.8 Where a child and family would benefit from coordinated support from one or more agency (for example: education, health, housing, police) there should be an inter-agency early help assessment and procedures will be put in place by children's services to arrange this. The school will coordinate with the local agencies involved.

13.9 Children may need a social worker due to safeguarding or welfare needs, such as abuse, neglect, and complex family circumstances. These experiences can leave children vulnerable to further harm, as well as potentially creating barriers to attendance, learning, behaviour, and mental health. Your local authority should tell you if a child has a social worker, and the DSL should hold and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on:

Responding to unauthorised absence or missing education where there are known safeguarding risks The provision of pastoral and/or academic support There's further information in the findings from the Children in Need review, including the steps the government is taking to support this.

## 14 Informing parents

- 14.1 Parents will usually be informed of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult with the Local Authority Designated Officer, children's social services, the police and/or the Head before discussing details with parents.
- 14.2 For Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.
- 14.3 When the School decides to refer a particular complaint of abuse to social services or the police, the parents/guardian and pupil will be informed in writing of their right to make their own complaint or referral to social services or the police, where appropriate, and will be provided with contact names, addresses and telephone numbers.
- 14.4 For the avoidance of doubt, referrals do not require parental consent. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

## 15 Allegations about members of staff Support staff and volunteers

### 15.1 Guidance to staff

Guidance is given to staff and support staff to be circumspect about placing themselves in situations which may

- put themselves or their pupils at risk of harm; or
- give rise to allegations of abuse.

To reduce the risk of allegations, staff should be aware of safer working practices and should be familiar with the detailed guidance on acceptable behaviour and actions contained in the Staff Code of Conduct, which is issued to all staff. Care should be taken where staff have one-to-one meetings with a pupil.

### 15.2 The following procedures will be used where it is alleged that a member of staff (including supply staff and volunteers) has:

- 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 or she would pose a risk of harm to children.

These procedures aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false, malicious, or unfounded allegations. The procedures follow Part four of *KCSIE*.

### 15.3 Reporting an allegation about staff and support staff:

If an allegation is made about staff or support staff that appears to meet the criteria in paragraph 15.2:

- Where an allegation is made about a member of staff, the DSL, support staff or volunteer, the matter should be reported immediately to the Head, or in the Head's absence Jan Lawry, the nominated Governor for safeguarding or Richard James, Chairman of Governors. The adult to whom the allegation relates should not be informed without the explicit consent of the LADO.



- Allegations about the Head should be reported to Richard James, Chairman of Governors, or in his absence the nominated safeguarding governor, Jan Lawry, without first notifying the Head.
- Allegations about a governor should be reported to the Chairman or the nominated safeguarding governor. If the allegation is against either the Chairman or the nominated safeguarding governor, the matter should be reported to the other.
- The Head, Chairman or nominated safeguarding governor who receives any such allegation is referred to in these procedures as the 'case manager'.
- In some cases, you may have to consider an allegation against someone not directly employed by you, where your usual disciplinary procedures don't fully apply, like supply staff provided by an agency.
- You should make sure allegations are dealt with properly, and you shouldn't decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with your LADO to determine a suitable outcome
- In the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) (LADOs).
- Governing boards should discuss with the agency whether it's appropriate to suspend the supply teacher, or redeploy them to another part of the school, while they carry out their investigation
- Agencies should be fully involved and co-operate in any enquiries, but your school will usually take the lead as the agency will not be able to collect the necessary information
- The allegations management meeting should address issues such as information sharing, to ensure previous concerns or allegations known to the agency are considered
- When using an agency, you should inform them of your process for managing allegations, including inviting the agency's HR manager or equivalent to meetings and keeping them up to date with information about your policies
- Any concerns against staff including low level will be taken very seriously

#### 15.4 Action to be taken by the case manager

- If the case manager is unsure whether the allegation meets the criteria in para 15.2 above, the LADO will be consulted for advice.
- Any allegations not meeting the criteria in para 15.2 will be dealt with in accordance with the GSCE Safeguarding Partnership's procedures. All such allegations must be dealt with as a priority so as to avoid any delay.
- The case manager will immediately (and in any event within one working day) discuss the matter with the Local Authority Designated Officer (LADO) – the person designated by the local authority to be involved in the management of allegations against people who work with children - before further action is taken. The case manager may also consult with the DSL, but no attempt will be made to investigate the allegation until the LADO is consulted. The purpose of the initial discussion between the case manager and the LADO is to consider the nature, content and context of the allegation and agree a course of action. All discussions with the LADO should be recorded in writing.
- The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision and

a justification for it will be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom.

- In situations where a person is deemed an immediate risk to children or where there is evidence of a possible criminal offence, the case manager may, in consultation with the LADO, request police involvement from the outset.
- Any allegations of serious harm or abuse by any person living, working or looking after children in the nursery or EYFS years (whether that allegation relates to harm or abuse committed on the premises or elsewhere) will be notified to Ofsted as soon as practicable (and within 14 days at the latest), and include details of the action taken in respect of the allegations.
- 'Lower level' concerns and allegations ('low-level concerns') that do not meet the harms test will be addressed separately. The safeguarding policy states what these are, the importance of sharing them and an explanation of the purpose of the policy – i.e., to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

Low-level concerns will be reported to the same persons as set out above in relation to concerns and allegations that meet the harms test.

Reports about supply staff and contractors will be notified to their employers so any potential patterns of inappropriate behaviour can be identified.

The procedure for responding to reports of low-level concerns is as follows:

- When a low-level concern has been raised by a third party, the head will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved to any witnesses.
- Reports of low-level concerns will be recorded in writing, with details of the concern, the context in which it arose and actions taken.
- The name of the person reporting will be noted, respecting wishes to remain anonymous as far as reasonably possible.
- Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.
- Where a pattern of behaviour is identified, the school will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met.
- The school will consider if any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.
- The rationale for all decisions and actions taken will be recorded.

### 15.5 Disclosure of information

- The case manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted.
- The parents of the pupil involved will be informed of the allegation as soon as possible if they do not already know of it, although where external agencies are involved, the case manager will not inform the accused or the parents until it has been agreed what information can be disclosed. Parents will be kept informed of the progress of the case, including the outcome of any disciplinary process.
- The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

### 15.6 Investigation

- Allegations about safeguarding are usually conducted by external agencies such as social services of the police rather than by the school. In some cases, the LADO may ask for further enquiries to be made before a formal decision is reached about how to proceed. When this occurs, the LADO will provide specific guidance as how and by whom the investigation should be conducted.
- Where an external agency is conducting the investigation rather than the School, the School will cooperate fully with external investigators. No internal investigation into possible breaches of the school's disciplinary code will commence until any external investigation or criminal proceedings are complete.
- In accordance with DfE statutory guidance, the following definitions will be used when determining the outcome of allegation investigations:
  - 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

#### 15.7 Support

- The school has a duty of care towards its employees and will ensure that effective support is provided for anyone facing such an allegation. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available.
- Support will also be offered to the pupil(s) affected and their parents/guardians. The school will consult with the children's social services, or the police as appropriate, as to how this can be done in the most appropriate and effective way.

#### 15.8 Suspension

- Suspension will not be an automatic response to an allegation and will only be considered in a case where there is cause to suspect a pupil or other pupils at the school is or are at risk of significant harm or the allegation is so serious that it might be grounds for dismissal. The school will consider whether the result that would be achieved by suspension could be obtained by alternative arrangements, such as redeployment. A member of staff will only be suspended if there is no reasonable alternative. The school will balance the need to ensure the safety and welfare of the pupil with the need for a full and fair investigation. The LADO will be consulted as to the appropriate action to take.
- If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual notified of the reasons for the suspension. The school will ensure that the suspended person is given the contact details for the representative who has been appointed to keep him or her informed about the progress of the case.
- If it is decided that the person who has been suspended should return to work, the school will consider how to facilitate this; for example, whether a phased return would be appropriate. The school may provide a mentor and will also consider how to manage contact with the pupil who made the allegation.

#### 15.9 Confidentiality

- The school will make every effort to guard the privacy of all parties during and after an investigation into an allegation. It is in everyone's best interest to maintain this confidentiality to ensure a fair investigation with minimum impact for all parties. All confidential safeguarding documents are stored in a secured and locked cupboard in the Head's office.

- A breach of confidentiality will be taken seriously and may warrant its own investigation. It is a criminal offence to publish information that could lead to the identification of a member of staff who is the subject of an allegation before they are charged with an offence. 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.

#### 15.10 Malicious allegations

- If an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action against the pupil in accordance with the School's Behaviour and Discipline Policy.
- If a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the school, on the basis that they have treated the school or a member of staff unreasonably.
- Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

#### 15.11 Record keeping and references

- Details of allegations that are found to be malicious will be removed from personnel records. For all other allegations, a comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken will be kept on the employee's file. A copy of this summary will be provided to the individual concerned. Such records will be retained at least until the employee reaches the normal pension age (or for a period of ten years from the date of the allegation, if this is longer).
- Allegations that are proven to be false, unsubstantiated or malicious will not be referred to in any reference provided by the school.

#### 15.12 Dismissals and resignations

- If an allegation is substantiated and the member of staff, contractor or volunteer is dismissed because they are unsuitable to work with children, or would have been had the person not resigned, a settlement agreement (sometimes referred to as a compromise agreement) will not be used and a report to the Disclosure and Barring Service will be made promptly and in any event within one month of the person leaving the school.
- Any such incidents will be followed by a review of the safeguarding procedures within the school, with a report being presented to the governors without delay.
- If a member of staff, contractor or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the school in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible (within one month) if the criteria for referral are met.
- If a teacher has been dismissed, or would have been dismissed had they not resigned, in cases involving unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction for a relevant offence, the school will give separate consideration to whether a referral should be made to the Teaching Regulatory Authority. The School will follow the advice set out in the TRA documents: [Teacher misconduct: information for teachers](#) and [Teacher misconduct: the prohibition of teachers](#) (as updated from time to time)] to decide whether a referral should be made.
- As the School has a registered EYFS setting it is required to notify Ofsted as soon as practicable and within 14 days at the latest, of allegations of serious harm or abuse by any person living, working, or looking after children at the premises and the action taken in respect of such allegations.

## 16 Arrangements for dealing with peer-on-peer abuse and allegations

16.1 Most instances of pupils causing harm to each other will be dealt with under the School's Anti-bullying and Behaviour Policies. However, all staff should be aware that safeguarding concerns can arise as a result of conduct by a pupil towards another (sometimes referred to as peer-on-peer abuse). Examples of pupils' conduct towards each other that could raise safeguarding concerns are:

- bullying (including cyberbullying)
- physical violence such as hitting, kicking, biting etc. This may also include an online element which facilitates, threatens and/or encourages physical abuse.
- sexual violence. This may also include an online element which facilitates, threatens and/or encourages sexual violence.
  - sexual harassment
  - upskirting
  - youth produced sexual imagery (sexting)
  - initiation/hazing types of violence and rituals. This could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

16.2 Peer-on-peer abuse often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or exploitation whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence.

16.3 Pupils with Special Educational Needs or Disabilities are particularly vulnerable to peer-on-peer abuse

16.4 Sexual violence and sexual harassment can occur between pupils of any age and sex. However, staff should be aware that some groups are at greater risks than others. Girls, pupils with SEND, and LGBT pupils are more likely to be victims of these types of abuse. Sexual violence includes acts such as sexual assault, assault by penetration, and rape. A key feature of such acts is that the sexual activity takes place without the consent of the victim. Consent can only be given if an individual has the freedom and capacity to choose to participate in a sexual act.

16.5 Sexual harassment refers to 'unwanted conduct of a sexual nature' and can occur online and offline. Sexual harassment can take a wide variety of forms:

- Sexual comments e.g., making lewd comments or sexualized remarks about a person's clothes or appearance, using sexualised names etc
- Physical behaviour e.g., deliberately brushing against someone, interfering with clothing (flicking bra straps, lifting up skirts etc), displaying pictures, drawings or photos of a sexual nature
- Online harassment e.g., non-consensual sharing of images and videos, unwanted sexualised comments, and messages.
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.

16.6 Hopelands Preparatory School has an important role in developing pupils' understanding of what constitutes peer-on-peer abuse and instilling behavioural norms that minimise the risk of it taking place. The different forms peer on peer abuse can take, such as: sexual violence and sexual harassment; physical abuse; sexting; initiation/hazing type violence and rituals; upskirting. Staff should be aware of the importance of:

- enforcing the school's rules which are explicit about the high standards of behaviour and courtesy the School expects
- implementing in a consistent way its Behaviour Policy
- being clear that sexual violence or sexual harassment is abusive behaviour and is unacceptable and will never be tolerated as 'banter', 'just having a laugh' or 'boys being boys'
- implementing the school's anti-bullying strategy

Other strategies in place to prevent the occurrence of peer-on-peer abuse include:

- providing developmentally appropriate PHSE lessons (Learning For Life +) which develop in an age appropriate way pupils' understanding of acceptable behaviour. Themes covered in these lessons that are particularly relevant to peer-on-peer abuse include: consent, gender roles, stereotyping and equality, healthy relationships, and power imbalances in relationships
- having systems in place to for any pupils to raise concerns with staff, knowing that they will be listened to, believed, and valued
- delivering targeted work on assertiveness and keeping safe for those pupils identified as being potentially vulnerable
- having robust supervision arrangements, particularly for those in the boarding community

16.7 If an allegation of peer-on-peer abuse has been made the DSL must be informed as soon as possible. Where the DSL considers that the behaviour meets the local authority threshold criteria, the case will be referred to the local authority using the procedures set out in this policy. The school will take advice from children's social services on when and how to inform the pupil about the allegations and how the investigation of allegations should be conducted. It will also take all appropriate action to ensure the safety and welfare of all pupils involved including those accused of abuse. Further details on how cases of peer-on-peer abuse will be managed is contained in Part 5 of KCSIE.

16.8 A pupil against whom an allegation of abuse has been made may be suspended during the subsequent investigation and the school's policies on behaviour and discipline will apply.

16.9 If it proves necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of children's social services, parents are informed as soon as possible and that an appropriate adult supports the pupil during the interview. If a pupil's parents are abroad, the pupil's education guardian will be asked to support the pupil and to accommodate him or her if they have been suspended.

16.10 Both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. The DSL as part of these procedures will produce a welfare risk assessment which will consider the needs of all those involved (victim, perpetrator, and other pupils at the school) and the measures that need to be taken to protect and keep them safe. When compiling the risk assessment appropriate weight will be given to the wishes of the victim; the nature of the alleged incident; the ages of those involved; whether the incident was an isolated one or part of a pattern; any power imbalance between the victim and perpetrator; any ongoing risks to the victim and other pupils; and any relevant contextual factors. Children's social services will independently risk assess the situation and any report produced by them will be used to inform and update the school's own risk assessment which, in any event, will be reviewed on a regular basis.

## **17 Other safeguarding arrangements**

### **17.1 Teaching pupils to keep themselves safe**

The school is committed to educating pupils about safeguarding issues based on a wide view of what may happen to pupils not in School but also beyond. These are explored in a variety of contexts, including assemblies, academic and LFL+ lessons (which include SRE). Issues covered include online safety, radicalisation, grooming, child sexual exploitation, healthy relationships, mental health, substance misuse, sexting and bullying. Pupils are also taught how to identify risks and how to modify their behaviour to mitigate these risks. Staff are aware of the ongoing need to promote fundamental British values as a means of building resilience to the risks of radicalisation.

The safe use of technology is a focus in all areas of the curriculum and key ICT safety measure are routinely reinforced in lessons and assemblies and at pastoral events, The School has an Acceptable Use of IT policy.

The school's approach reflects the DfE's current guidance: Teaching online safety in schools (June 2019). It manages access to the internet using filters and monitoring systems to ensure IT is being used in a safe and appropriate manner.

As the school increasingly works online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements. An annual review of the school's approach to online safety will be carried out supported by a risk assessment.

Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: safeguarding-in-schools-colleges and-other-providers and safeguarding-and-remote-education. Parents at Hopelands are asked to sign the Online Learning Responsible User Agreement before their child can go on Teams.

#### 17.2 Mobile phones, cameras and smart technology.

Mobile phones should not be used when supervising or teaching children except in cases of emergency. Personal mobile phones may not be used to photograph pupils. The school provides mobile phones and cameras for taking photographs when necessary. If a phone is to be used for school blogs or Twitter whilst on educational trips or visits, permission must be obtained from the Head and reference to their use and subsequent safety of data must be referred to in the trip risk assessment.

Photographs and videos are taken of pupils by staff for a variety of purposes, including displays of work/activities, personal records of achievement and for the school website and newsletter. Written permission is obtained when a child joins the school and this also indicates the level of consent, including where images may be used (personal records only or personal records and on the school website or in school publications). The DSL will ensure that all staff are aware of the names of children who may not be photographed or where there is limited consent. Images of pupils on the website will not be named. Images may only be captured on school cameras and the images may only be stored on the school's password-protected computers and hard drive. Once images have been transferred from a camera the images should be deleted from the camera immediately. The transfer of images should be done electronically or by using the school owned encrypted USB stick. These must be stored securely in a locked cupboard. These rules also apply to EYFS children.

When taking photographs or recording video footage, staff should have regard to the following guidance:

- all children must be appropriately dressed
- images that only show a single child with no surrounding context should be avoided - photographs of three or four children are more likely to include the learning context
- use photographs that represent the diversity of children participating
- do not use images that are likely to cause distress, upset or embarrassment
- do not use images of a child who is considered vulnerable, unless parents/guardians have given specific written permission
- photographs must not be taken in the changing room/toilet areas or in the nappy-changing area

The SLT will review (annually during policy updates), stored images and delete unwanted and out of date material.

Parents/guardians should be made aware of the need for sensitivity and respect when filming/photographing events featuring their own child or children. At certain events, the taking of photographs or films will be prohibited. At other events, staff should monitor the use of cameras and ask anyone behaving inappropriately to cease filming/taking photos.

### 17.3 Risk assessment

The school recognises that the evaluation of risks and putting in place measures to mitigate those risks contributes to promoting the welfare and protection of pupils. Risk assessments may pertain to the whole school, to specific curricular or extra-curricular activities that have hazards associated with them, or to individual pupils or staff. The procedures for conducting, recording and monitoring risk assessments are set out in full in the School's Risk Assessment policy.

### 17.4 Safer recruitment

All prospective members of staff undergo DBS checks and will also be subject to the other checks required under the Education (Independent School Standards) Regulations 2014 and in accordance with the latest version of KCSIE. At least one member of any staff recruitment panel will have had Safer Recruitment training. The school's separate Staff Recruitment Policy contains further details about how the process of staff recruitment is conducted.

### 17.5 Children missing education procedures

All staff are aware that children going missing, particularly repeatedly, is a potential indicator of a range of safeguarding issues such as: neglect, sexual abuse or exploitation, child criminal exploitation, mental health problems, substance abuse, travelling to conflict zones, female genital mutilation or forced marriage. The school has clear procedures in place for following up on unexplained absences and, where necessary, reporting to the local authority pupils who are missing from school for more than 10 school days (continuous). The procedure includes the requirement to record any incident, the action taken, and the reasons given by the pupil for being missing.

The school has a legal duty to inform the Local Authority if a pupil is to be removed the roll at a non-standard transition point, i.e., where a compulsory school-aged child leaves the school before completing the school's final year. When this notification is made the following information has to be provided by the school: full name of the pupil; name, address and telephone number of the parent the pupil lives with; details of any new address for the child and parent; the name of the pupil's destination school and expected start date; and the reason why the pupil is leaving the school.

The school is also legally required to notify the Local Authority within five days of adding a pupil's name to the admissions register at a non-standard transition point. The notification includes all the details contained in the admissions register for the new pupil; specifically, their full name; sex; name and address known to be a parent of the pupil (and an indication of which parent he pupil normally lives with and which parents hold parental responsibility); address of new or additional places of residence; at least one contact telephone numbers at which the parent can be contacted in an emergency\*; date of birth; name and address of last school attended (if any); and details of whether they are a boarder or a day pupil.

Alerting the Local Authority that a child may be missing education

Any professional should alert the LA when they suspect that a child might be missing from education. To make this process as easy as possible, a referral should be sent to:

**Access to Education Team**

**Shire Hall**

**Westgate Street**

**Gloucester GL1 2TP**

**Tel 01452 328774 / 426015**

[missingpupils@gloucestershire.gov.uk](mailto:missingpupils@gloucestershire.gov.uk)

[CME Guide January 2017 \(PDF, 553.8 KB\)](#)

[CME referral form - schools \(DOCX, 71.6 KB\)](#)

[CME referral - professionals other than at school \(DOCX, 69.4 KB\)](#)



*\*Note: In line with KCSIE 2021, it is the school's policy to hold a minimum of two emergency contact numbers for each pupil*

## 17.6 The Prevent Duty

All schools are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 to have "due regard" to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. There are three specific elements to Hopelands school approach to meeting the statutory requirements imposed by the Prevent duty. In summary these are:

- Working in partnership – liaising closely with the GSCE Safeguarding Partnership to ensure pupils requiring support are referred at a suitably early stage
- Staff training – enabling staff to identify pupils at risk of being drawn into terrorism and to challenge extremist ideas
- IT policies – to provide guidance to pupils as to how to stay safe online (see Acceptable Use Policy) and set out the filtering and monitoring mechanisms in place.

## 17.7 Visiting speakers

Any pupil or member of staff who wishes to invite a speaker to address pupils must provide details of the individual to the SLT in order that they may carry out a vetting procedure. The event organiser or, if the organiser is a pupil, a member of the SLT, will undertake a search via the internet to research the background of the individual and consider taking up references from other schools at which they have spoken at in the past. The event organiser should also consider carefully whether the views being expressed, or likely to be expressed, constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups. In these circumstances the event will not be allowed to proceed.

It is not necessary to undertake a DBS check on every speaker. In cases where specific vetting checks are not prescribed by KCSIE, the visiting speaker will be accompanied at all times by a member of staff to ensure there is no unsupervised access to pupils. However, if a DBS check is deemed necessary, the appropriate details will be recorded on the School's SCR.

## 17.8 Confidentiality and information sharing

The school will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The school will co-operate with police and children's social services to ensure that all relevant information is shared for the purposes of child protection investigations.

Where a pupil who is subject to a child protection plan is moving to another school, the DSL will ensure their child protection file is securely transferred to the new school as soon as possible. This file will be transferred separately from the main pupil file to the DSL at the new school and confirmation of safe receipt will be obtained. The DSL should also consider if it would be appropriate to share any information with a new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have support in place for when the child arrives.

Where allegations have been made against staff, the school will consult with the LADO and, where appropriate, with the police and social services to agree the information that should be disclosed and to whom.

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. 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. Information that is relevant to safeguarding is regarded as 'special category personal data' and as such can be shared securely on a need-to-

know basis. Further non-statutory guidance [Information Sharing](#) was published by the Government in July 2018. See Appendix 5

### 17.9 Whistleblowing

All staff are required to report to the Head any concerns about:

- poor or unsafe safeguarding practices at the school.
- potential failures by the school or its staff to properly safeguard the welfare of pupils; or
- other wrongdoing in the workplace that does not involve the safeguarding and welfare of pupils.

If the member of staff feels unable to raise their concern with the Head (or a member of SLT) or if they believe any concern has not been dealt with, they should contact the Chair of Governors. The NSPCC whistleblowing advice line is available for staff who do not feel able to raise safeguarding concerns internally (see Appendix 1 for contact details). Any member of staff can whistleblow without fear of detriment (retribution or disciplinary action) provided the report was made in good faith. Malicious allegations may be considered as a disciplinary offence.

### 17.10 School premises, security and visitors

- The school will take all practicable steps to ensure that School premises are as secure as circumstances permit.
- A Visitors' Book is kept at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff. All visitors will be given a name badge with the title 'Visitor', which must be clearly displayed and worn at all times whilst on the school's premises.

### 17.11 Monitoring this Policy

- Any child protection incidents at the school will be followed by a review of the safeguarding procedures in the School and a report to the governors. Where an incident involves a member of staff, the LADO will be asked to assist in this review to determine whether any improvements can be made to the school's procedures.
- The DSL will monitor the operation of this policy and procedures on a day-to-day basis and will provide regular updates at Senior Leadership Team meetings. In addition, the DSL will present a report to the governors.
- The governors will undertake an annual review of the policy and implementation of its procedures including good co-operation with local agencies and of the efficiency with which the related duties have been discharged. The governors will draw on the expertise of staff, including the DSL, when considering amendments to policies and/or arrangements related to safeguarding.
- Any deficiencies or weaknesses in child protection and safeguarding arrangements identified at any time will be remedied without delay.

### 17.12 Other relevant policies

The following policies should be read in conjunction with this policy:

- Anti-Bullying Policy
- Health and Safety Policy
- Educational Visits Policy
- Recruitment, Selection and Disclosure Policy
- Code of Conduct for Staff
- Rewards and Sanctions Policy
- E-Safety Policy

- Acceptable Use Policy
- Whistleblowing Policy
- Supervision Policy
- Missing Pupil Policy
- Mobile Phone & Portable Device Policy

## Appendix 1: Contact details

### School

Position	Name	Phone	e-mail
Designated safeguarding lead (DSL)/Head	Sheila Bradburn	07900692292	sbradburn@hopelands.org.uk
Safeguarding responsibility for EYFS	Anneke Hurley	014530822164	ahurley@hopelands.org.uk
Deputy DSL	Sonja Jones	07813000581	sjones@hopelands.org.uk
Chair of governors	Richard James	07768357407	rjames@hopelands.org.uk
Nominated safeguarding governor	Jan Lawry	07754419075	jlawry@hopelands.org.uk

### Local Authority children's social services numbers

#### In an emergency always ring 999

#### Glos. Safeguarding Children Board (GSCE)

E-mail: [childrenshelpdesk@gloucestershire.gov.uk](mailto:childrenshelpdesk@gloucestershire.gov.uk)  
MASH Safeguarding Children Service: 01452 426565 (Formally CPU)  
Emergency Duty Team: 01452 614194  
Stroud (Social Services) Dept.: 01453 760500 (Office Hours)  
Glos. Children & Family Helpdesk: 01452 426565 (Office Hours)  
(Social Services Dept.) 01452 427359 (Fax No.)  
E-mail: [childrenshelpdesk@gloucestershire.gov.uk](mailto:childrenshelpdesk@gloucestershire.gov.uk)  
**Local Authority Designated Officer for Allegations (LADO):** Nigel Hatten  
[nigel.hatten@gloucestershire.gov.uk](mailto:nigel.hatten@gloucestershire.gov.uk)  
01452 426994 / 01452 426221 / 01452 583638

#### Extremism

Department for Education dedicated helpline for staff and governors. 020 7340 7264  
[counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)  
**Gloucestershire Police:** 0845 090 1234  
Police CPU - Cheltenham: Safeguarding Children Service: 01242 261112  
01452 452144  
Safeguarding Children Manager: 01452 426003  
Cheltenham Police Dept.: 01242 521321 (Out of Office Hours – they will connect you to a Duty Area CPO)  
**Radicalisation Officers:** [adam.large@gloucestershire.pnn.police.uk](mailto:adam.large@gloucestershire.pnn.police.uk)  
Adam Large [matthew.norris@gloucestershire.pnn.police.uk](mailto:matthew.norris@gloucestershire.pnn.police.uk)  
Matthew Norris

**Glos. Safeguarding Children Board**  
Shire Hall, GL1 2TP

Chair - Jo Grills  
01452 425301  
E-Mail: [jo.grills@gloucestershire.gov.uk](mailto:jo.grills@gloucestershire.gov.uk)  
GSCB: [www.gscb.org.uk](http://www.gscb.org.uk)  
SW Safeguarding CP Group: [www.swcpp.org.uk](http://www.swcpp.org.uk)  
08456 404046 (Monday to Friday from 8am to 6pm)  
[Whistleblowing@ofsted.gov.uk](mailto:Whistleblowing@ofsted.gov.uk)

**OFSTED Safeguarding Children**

**OFSTED EYFS (Registering Authority for the Early Years Register)**

Piccadilly Gate, Store Street, Manchester M1 2WD  
**Disclosure & Barring Service (DBS):**  
PO Box 181, Darlington, DL1 9FA

0300 1231231  
E-mail: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
0870 90 90 811  
Tel for referrals: 01325 953 795  
[customerservices@dbs.gsi.gov.uk](mailto:customerservices@dbs.gsi.gov.uk)

**Children's Rights Director**

Office of the Children's Rights Director, Ofsted,  
Aviation House, 125 Kingsway, London WC2B 6SE

Dr. Roger Morgan  
0800 528 0731  
[www.rights4me.org](http://www.rights4me.org)

**Children's Commissioner for England**

Office of the Children's Commissioner Sanctuary  
Buildings, 20 Great Smith Street, London SW1P 3BT

Dr Maggie Atkinson  
Tel: 020 7783 8330  
Website: [www.childrenscommissioner.gov.uk](http://www.childrenscommissioner.gov.uk)  
Email:  
[info.request@childrenscommissioner.gsi.gov.uk](mailto:info.request@childrenscommissioner.gsi.gov.uk)

DfE non-emergency advice	Telephone helpline and mailbox	02 7340 7264	<a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a>
Police	Non-emergency number	101	

<b>FGM</b>		<b>e-mail</b>
FGM Helpline	0800 0283550	<a href="mailto:fgmhelp@nspcc.org.uk">fgmhelp@nspcc.org.uk</a>

**Other useful contact details**

Name	Phone
Childline	0800 1111
NSPCC	0808 800 5000
NSPCC Whistleblowing Helpline	0800 0280285
Kidscape (Anti-bullying helpline for parents)	0845 120 5204
Child exploitation Online Prevent (CEOP)	0870 000 3344
Police non-emergency	101

# The Windscreen

A diagram to demonstrate the Continuum of Need



Consent to share information is required unless there are concerns that to do so would place the child at greater risk of harm

If you think a child or young person is at immediate risk of significant harm, contact The MASH on 01452 426565 - in an emergency always call 999

- **Children missing from education:** all children of compulsory school age, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude, and any special needs they may have. A child going missing from education is a potential indicator of abuse or neglect, including possible sexual abuse, sexual exploitation, or radicalisation. The school will report to the Local Authority instances of prolonged unauthorised absence, or a pupil being removed from the school roll under the circumstances outlined in KCSIE. In cases where a pupil has a prolonged period of authorised absence for a reason such as long-term illness, the school will be proactive in terms of providing support to both the parents and the pupil.
- **Child sexual exploitation (CSE):** CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants (for example, food, drugs, alcohol money or affection) and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access. In some cases, the abuse will be in exchange for something the victim want sand/or will be to the financial benefit or other advantage to the perpetrator It can be perpetrated by individuals or groups, males or females and children or adults. It can be a one-off occurrence or be a series of incidents over time It can be perpetrated by individuals or groups, males or females, and children or adults. It can be a one-off occurrence or be a series of incidents over time and range from opportunistic to complex organised abuse It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence victims can be exploited even when activity appears to be consensual It can happen online as well as in person. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology. It is therefore important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
- **Child Criminal Exploitation (CCE)** 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 Schools and colleges must continue to have regard to KCSIE 2021 until then.
- victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:
  - children who appear with unexplained gifts or new possessions.
  - children who associate with other young people involved in exploitation.
  - children who suffer from changes in emotional well-being.
  - children who misuse drugs and alcohol.
  - children who go missing for periods of time or regularly come home late; and
  - children who regularly miss school or education or do not take part in education.

- **County lines and child criminal exploitation:** ‘County lines’ is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or ‘deal lines. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. Victims are recruited using intimidation, deception, violence, debt bondage or grooming. During this process the ‘victims’ are likely to commit criminal offences. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, and local government agencies

Child criminal exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. This imbalance of power may be due to age but can also be due to other factors such as gender, cognitive ability, physical strength, status, and access economic other resources. The victim may have been criminally exploited even if the activity appears to be consensual. Child criminal exploitation is broader than just county lines; it can also encompass children being forced to commit theft or work on cannabis farms.

- **Serious violence:** All staff are made aware of indicators, which may signal that child are at risk from, or are involved with serious 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 well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs.
- **Domestic abuse:** is defined as 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 involved can take a variety of forms including psychological, physical, sexual, financial, and emotional. 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

## 📄 **Online Safety.**

The prevalence of issues arising through children’s access to the online world is significant and all staff should be aware of associated risks and signs/symptoms. These are categorised within KCSIE 2021 as:

- Content
- Contact
- Conduct
- Commerce

This includes non-age-appropriate content, self-harm and suicide, sexting, cyberbullying, grooming, radicalisation, and gaming (now identified by the World Health Organisation as a disorder).

KCSIE 2021 makes specific reference to keeping children safe online including when they are online at home. This is partly in response to the significant impact of COVID-19 in relation to children’s use of the online world and the challenges as a result.

Staff will receive annual training around online safety including the signs/symptoms for the 3 C’s above as well as the signposting available to students in order to build their online resilience. We will also work with parents/carers to support them in how to keep their children safe online.



- **Forced marriage:** A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.
- **Honour-Based Abuse (HBA).** So-called 'honour-based' violence (HBV) encompasses crimes which have been committed supposedly to protect or defend the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and illegal in the UK and should be handled and escalated as such.
- **Female Genital Mutilation (FGM).** FGM 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. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

All staff must be aware of the law requiring teachers to report cases to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl aged under 18. The duty to report resides with the teacher who becomes aware of the case not the DSL, although the DSL should be informed unless the teacher has a good reason for not doing so. The report should be made orally by calling 101 within 24 hours of the issue coming to light. Failure to report a case of FGM can result in disciplinary sanctions.

- **Radicalisation and extremism:** 'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. 'Extremism' is defined in the Prevent strategy as 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. This also includes calling for the death of members of the armed forces.

There are various reasons why a young person might become interested in extremism:

- a search for answers to questions about identity, faith and belonging
- a desire for 'adventure' and excitement
- a desire to enhance self-esteem of the individual and promote 'street cred'
- the discovery of and identification with a charismatic individual and, through them, attraction to a group which can offer identity, social network and support
- a sense of grievance that can be triggered by personal experiences of racism or discrimination

The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism and this is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

Preventing radicalisation Children are vulnerable to extremist ideology and radicalisation. Like protecting children from other forms of harms and abuse, protecting children from this risk is part of a schools' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

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

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

- **Youth produced sexual imagery:** While sharing photos and videos online and via smartphones is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives, there are risks associated with the production and distribution of sexual and explicit images. both in terms of the law (Protection of Children Act 1978, as amended by the Sexual Offences Act 2003) and in relation to the possible impact on a child's well-being if images are shared more widely than they originally intended.

Creating and sharing sexual photos and videos of under-18s is illegal. The DSL should be notified as soon as possible if an incident comes to light in which a pupil under the age of 18:

- has created and shared sexual imagery of themselves with a peer under the age of 18.
- has shared sexual imagery created by another person under the age of 18 with another person; or
- is in possession of sexual imagery created by another person under the age of 18.

Staff **must not** ask to see the imagery but should confiscate the device on which it is held and pass it on to the DSL. You should not view youth-produced sexual imagery unless there is good and clear reason to do so. Along with our own Safeguarding and Child Protection procedures, the school will follow the advice given in *Sexting in schools and colleges: Responding to incidents and safeguarding young people*, 2016.

A decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved

and the risks can be managed within the school’s pastoral support and disciplinary framework and, if appropriate, local network of support.

- **Mental Health:** 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.

### Physical abuse

Physical signs	Behavioural signs
<p>Unexplained bruises and welts on the face, throat, arms buttocks thighs or lower back in unusual patterns or shapes which suggests the use of an instrument</p> <p>Unexplained burns, especially burns found on palms, soles of feet, abdomen or buttocks</p> <p>Scald marks –immersion burns produce ‘stocking’ or ‘glove’ marks on feet and hands or upward splash marks which may suggest hot water has been thrown over a child</p> <p>Human bite marks</p> <p>Broken bones</p>	<p>Behavioural extremes (withdrawal, aggression or depression)</p> <p>Unbelievable or inconsistent explanations of injuries</p> <p>Fear of parents being contacted</p> <p>Flinching when approached or touched</p> <p>Truancy or running away from home</p>

### Emotional abuse

Physical signs	Behavioural signs
<p>Eating disorders, including obesity or anorexia</p> <p>Speech disorders (stammering)</p> <p>Nervous disorders (rashes, hives, facial tics, stomach aches)</p>	<p>Fear of parent being approached</p> <p>Fear of making mistakes</p> <p>Developmental delay in terms of emotional progress</p> <p>Cruel behaviour towards children, adults or animals</p> <p>Self-harm</p> <p>Behavioural extremes, such as overly compliant-demanding, withdrawn-aggressive, listless-excitabile</p>

### Sexual abuse

<b>Physical signs</b>	<b>Behavioural signs</b>
<p>Torn, stained or bloody underclothes</p> <p>Pain or itching in genital area</p> <p>Bruises or bleeding near genital area or anus</p> <p>Sexually transmitted infections</p> <p>Pregnancy</p> <p>Discomfort when walking or sitting down</p>	<p>Self-harm</p> <p>Sexual knowledge or behaviour (promiscuity) that is beyond their age/developmental level</p> <p>Sudden or unexplained changes in behaviour</p> <p>Avoidance of undressing or wearing extra layers of clothing</p> <p>Truancy</p> <p>Regressive behaviours (bed-wetting or fear of dark)</p>

<b>Physical signs</b>	<b>Behavioural signs</b>
Height and weight significantly below age level Poor hygiene (lice, body odour etc) Inappropriate clothing for weather conditions Indicators of prolonged exposure to the elements (sunburn, chapped extremities, insect bites) Constant hunger, sometimes stealing food from others	Erratic attendance at school Chronic hunger or tiredness Having few friends Assuming adult responsibilities

### **Child sexual exploitation**

<b>Physical signs</b>	<b>Behavioural signs</b>
Tiredness or mood swings Bruising Sexually transmitted diseases Pregnancy	Sudden decline in school performance, punctuality, attendance In possession of expensive goods Going to places they cannot afford Age-inappropriate clothing Inappropriate sexualised behaviour Secretive Mixing with older people Misuse of drugs and alcohol

### **Child criminal exploitation and county lines**

<b>Physical signs</b>	<b>Behavioural signs</b>
See sections on physical and sexual abuse Carrying weapons	Self-harming Persistently going missing from school or home and/or being found out of area Unexplained acquisition of money, clothes or mobile phones Excessive receipt of texts/phone calls and/or having multiple handsets Relationships with controlling older individuals or groups Significant decline in school performance Gang association or isolation from peers or social networks

Mental health	
<ul style="list-style-type: none"> <li>• All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation</li> <li>• Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one</li> <li>• Abuse, neglect, and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education</li> <li>• Staff should act on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy</li> <li>• Abuse that occurs online should not be downplayed and should be treated seriously. This include sexual harassment – the sharing of nudes and semi nude images and videos.</li> </ul>	

### Female genital mutilation

Physical signs	Behavioural signs
<p>Difficulty walking, sitting or standing</p> <p>Bladder or menstrual problems</p> <p>Severe pain and bleeding</p> <p>Infections such as tetanus, HIV and hepatitis B and C</p>	<p>Abroad for a prolonged period</p> <p>Unusual behaviour after a period of absence</p> <p>May talk of a 'special procedure' or 'special occasion to become a woman'</p> <p>Spending longer periods in the bathroom</p> <p>Reluctance to undergo normal medical examinations</p>

**Forced marriage**

Physical signs	Behavioural signs
Cut or shaved hair as a form of punishment for being disobedient	Absence from School Failure to return from visit to country of origin Self-harm or attempted suicide Running away from home Early marriage of siblings Sudden announcement of engagement to a stranger May talk of a 'special procedure' or 'special occasion to become a woman' Spending longer periods in the bathroom Reluctance to undergo normal medical examinations

**Grooming**

Physical signs	Behavioural signs
See section on sexual abuse	Spending increasingly prolonged time online Having older boyfriends or girlfriends Secretiveness about who they are talking to online and what sites they visit Possession of electronic devices such as mobile phones or webcams that parents have not provided Engaging less with their usual friends Using sexual language that you would not expect them to know Going to unusual places to meet people Using drugs and/or alcohol Going missing from home or school

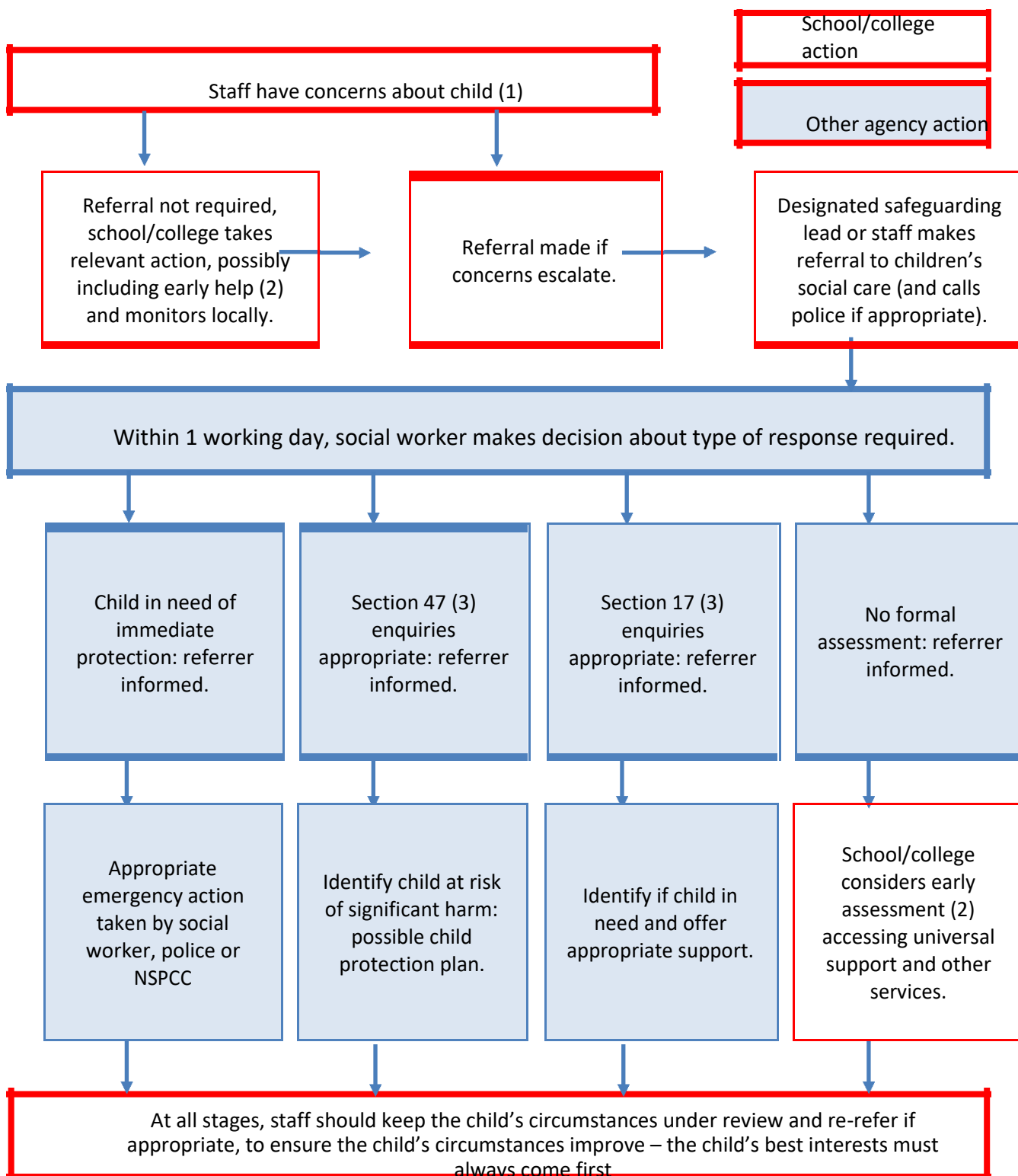
Physical signs	Behavioural signs
out of character changes in dress, behaviour and peer relationships	Showing sympathy for extremist causes Glorifying violence Evidence of possessing illegal or extremist literature A sudden disrespectful attitude towards others Increased secretiveness, especially in relation to internet use Unwillingness or inability to discuss their views Advocating messages similar to illegal organisations such as 'Muslims Against Crusades' or other non-proscribed extremist groups such as the English Defence League

**Broad government guidance on the following is also available via the GOV.UK website (see Part one: Keeping children safe in education September 2020)**

- [bullying including cyberbullying](#)
- [children missing education](#)
- [child missing from home or care](#)
- [child sexual exploitation](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [hate](#)
- [mental health](#)
- [missing children and adults](#)
- [private fostering](#)
- [preventing radicalisation](#)
- [relationship abuse](#)
- [sexting](#)
- [trafficking](#)



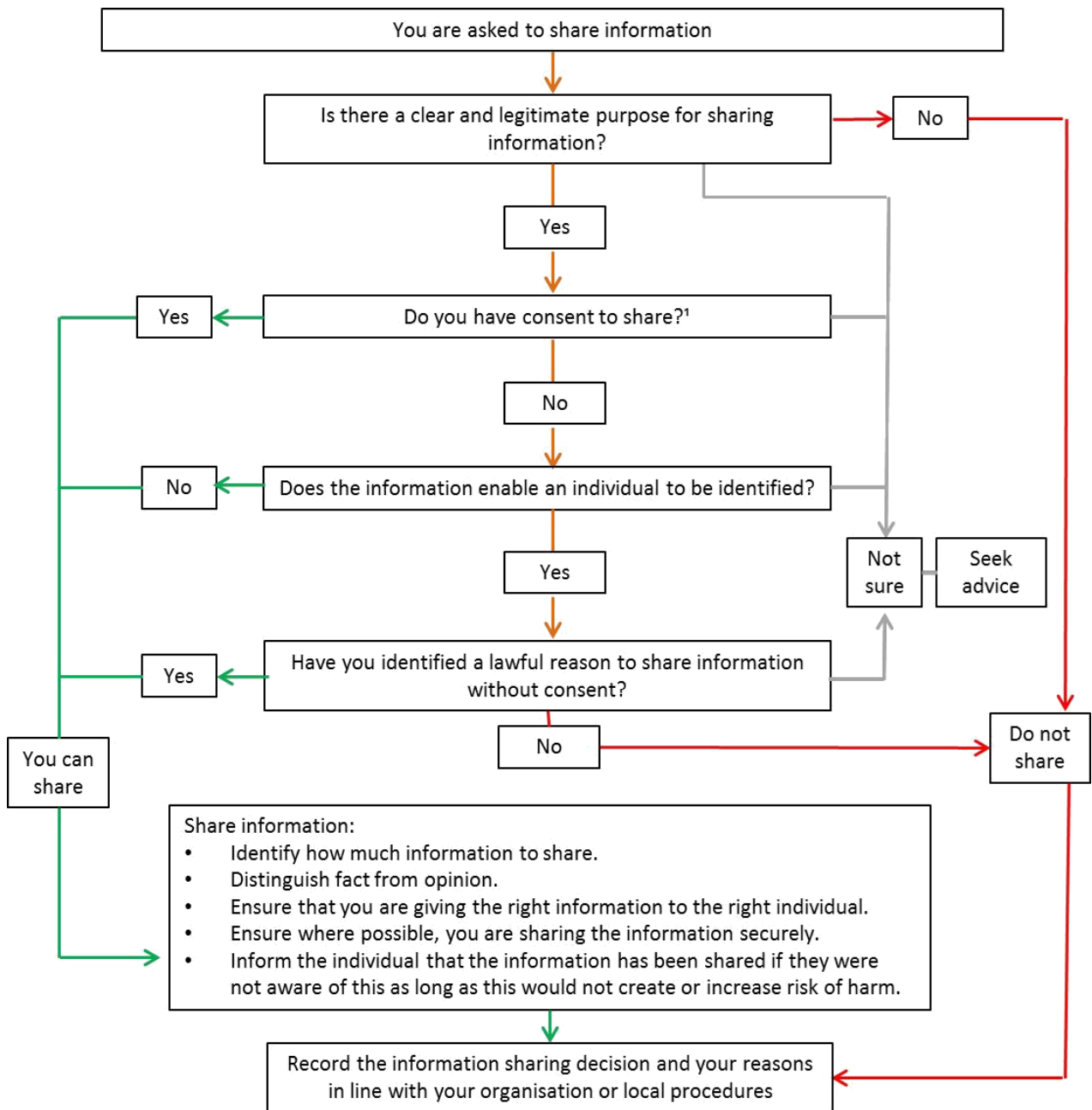
## Appendix 4: Actions where there are concerns about a child (KCSIE, September 2021)



1. Cases where there is a concern or allegation made against a staff member refer to the Principal or LADO (see Section 15)

2. Early help involves providing support as soon as problem emerges. Where coordinated early help is required, an early help inter-agency assessment will be arranged.

3. Referrals will follow the processes set out in Bracknell Forest's threshold guidance



- Share information:
- Identify how much information to share.
  - Distinguish fact from opinion.
  - Ensure that you are giving the right information to the right individual.
  - Ensure where possible, you are sharing the information securely.
  - Inform the individual that the information has been shared if they were not aware of this as long as this would not create or increase risk of harm.

If there are concerns that a child is in need, suffering or likely to suffer harm, then follow the relevant procedures without delay. Seek advice if unsure what to do at any stage and ensure that the outcome of the discussion is recorded.

## Appendix 5: Child Protection Expression of Concern Form

This form should be completed when there is cause for concern and given to your Designated Safeguarding Lead as soon as possible.

Details of Pupil:
Child's Name:

Details of the person reporting concerns:
Full Name:

**Do these concerns relate to a specific incident/disclosure? If YES complete Section A; If NO, omit section A and move straight to Section B**

Section A:
Date and time of incident/disclosure:
Location of incident/disclosure:
Date this form was completed:
Other persons present:

Section B:
Details of concern/disclosure/incident: (What was said, observed, reported)
Action taken: (What did you do follow the incident/disclosure/concern?)
Any other relevant information:

Signed:	Date:
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## DSL Response

Action taken by DSL:

Rationale for decision making/actions taken:

Outcome of action taken by DSL:

Follow up action by DSL:

Feedback given to person reporting the concerns:

Signed by DSL: Sheila Bradburn

Date: 26/6/2020

Full Name: Sheila Bradburn

### Checklist for DSL:

- ✓ Concern described in sufficient detail.
- ✓ Distinguished between fact, opinion, and hearsay?
- ✓ Child's own words used. (Swear words, insults or intimate vocabulary should be written down verbatim)
- ✓ Jargon free?
- ✓ Free from discrimination/stereotyping or assumptions?
- ✓ Concern recorded and passed to DSL in a timely manner?

## Appendix 6



**Hopelands Preparatory School**  
38/40 Regent Street, Stonehouse, Gloucestershire, GL10 2AD

### **Temporary Policy Addendum:**

#### **COVID-19 school closure arrangements for Safeguarding and Child Protection at Hopelands Preparatory School**

This Policy addendum is effective from 4<sup>th</sup> January 2021.

School Name: Sheila Bradburn  
Policy owner: Sheila Bradburn  
Date shared with governors: 18/01/2021  
Date shared with staff: 19/01/2021

#### **Context**

This addendum of the Hopelands school Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

Hopelands Preparatory School is in Tier 4.

#### **Key contacts**

Remain as per the School Safeguarding Policy. **Sheila Bradburn ( Head )**

#### **Vulnerable children**

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child.
- have an education, health, and care (EHC) plan.

- have been identified as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who could therefore benefit from continued full-time attendance, this might include:
  - children and young people on the edge of receiving support from children’s social care services or in the process of being referred to children’s services
  - adopted children or children on a special guardianship order
  - those at risk of becoming NEET (‘not in employment, education or training’)
  - those living in temporary accommodation
  - those who are young carers
  - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
  - care leavers
  - others at the provider and local authority’s discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

Senior leaders, especially the Designated Safeguarding Lead (and deputy), Mrs Sheila Bradburn (Head) and Mrs Sonja Jones, know who our most vulnerable children. They have the flexibility to offer a place to those on the edge of receiving children’s social care support.

Hopelands School will continue to work with and support children’s social workers to help protect vulnerable children. This includes working with and supporting children’s social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Hopelands School will explore the reasons for this directly with the parent.

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

Hopelands School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

### **Critical workers**

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors as outlined by the government.

### **Attendance monitoring**

Shielding advice is currently in place in tier 4 areas, and so all children still deemed clinically extremely vulnerable are advised not to attend school.

Hopelands and social workers will agree with parents/carers whether children in need should be attending school – Hopelands School will then follow up on any pupil that they were expecting to attend, who does not.

Hopelands School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

Phone calls will be made to the parents/carers in these circumstances.

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

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

### **Designated Safeguarding Lead**

Hopelands School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

**The Designated Safeguarding Lead is Mrs Sheila Bradburn**

**The Deputy Designated Safeguarding Lead is Mrs Sonja Jones**

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

Hopelands school staff and volunteers will have access to a trained DSL (or deputy).

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

### **Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy and can be done remotely. This must be logged by 4pm on the day the concern is raised.

If a concern is raised out of hours, the staff member should report the concern and alert the DSL using the contacts outlined in the school safeguarding policy. If a response is not received, you must continue to exhaust all contacts in the key contact section of the school child protection policy.

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

Where staff are concerned about an adult working with children in the school, they should use a safeguarding concern form to report the concern to the headteacher.

If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally over the phone and followed up with an email to the headteacher to confirm the discussion.

Concerns around the Headteacher should be directed to the Chair of Governors.

## **Safeguarding Training and induction**

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

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

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

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

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

## **Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

When recruiting new staff Hopelands school will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2021) (KCSIE).

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

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

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



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

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

Whilst acknowledging the challenge of the pandemic, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

As such, Hopelands School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

## **Volunteers**

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis provide personal care on a one-off basis in Hopelands school, will be in regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

Supervision must be:

- by a person who is in regulated activity.
- regular and day to day; and
- reasonable in all the circumstances to ensure the protection of children.

In appointing volunteers, the school will follow safer recruitment processes.

## **Online safety in school**

Hopelands School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

## **Children and online safety away from school and college**

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

Hopelands School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider IF there are virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- 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 any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record attendance of any sessions held.

### **Supporting children not in school**

Hopelands School is committed to ensuring the safety and wellbeing of all its Children and Young people.

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

The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Hopelands School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers.

Teachers at Hopelands School need to be aware of this in setting expectations of pupils' work where they are at home.

### **Supporting children in school**

Hopelands School is committed to ensuring the safety and wellbeing of all its students.

Hopelands School will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Hopelands School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

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

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

## **Peer on Peer Abuse**

Hopelands School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

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

Concerns and actions must be recorded, and appropriate referrals made.

Sheila Bradburn Head DSL  
17/08/2021