



Walhampton

SAFEGUARDING POLICY
(applies to the whole school including EYFS)

Drafted by: Operations Director - DSL Board
Approval date: September 2016
Next review date: June 2017
Updated: July 2016
ISI Policy Nos: A6

The Designated Safeguarding Leads (DSL) at Walhampton:

Designated Safeguarding Lead at Walhampton School is Mrs Rebecca Williams (Operations Director -SLT) - 01590 613 305

Deputy DSL and clinical lead for Prep department at Walhampton School is Mrs Jemma Rea (Senior School Nurse) - 01590 613 313 within school hours

Deputy DSL for EYES/Pre-Prep at Walhampton School is Mrs Janet Morgan (Deputy Head for Pre-Prep) - 01590 613 317 within school hours

Out of Hours Deputy DSL at Walhampton School is Mr Nigel Reed (Deputy Head and Head of Pastoral SLT) - 01590 613 300

Mrs Sarah Thomas (The Head of Bryanston School & Governor in charge of Safeguarding at Walhampton) - 01258 484632

Sarah Thomas is the Safeguarding link Governor. This person is nominated to liaise with the local authority on issues of child protection or in the case of allegations against the Head or a member of the governing body.

Where there are concerns about the Headteacher, this should be referred to Jeremy Bennett, Chair of Governors via the Operations Director & Clerk to Governors, Rebecca Williams - 01590 613 305

DSL – Responsibilities

- The DSL and DSL team can promptly contact children’s social care, where there are concerns that the child may be in need of help or at risk.
- The DSL and/or the deputy DSL has the responsibility to make prompt contact with the LADO within one day in relation to allegations against someone working within the school and/or with the police if a criminal offence is suspected.
- The DSL must maintain links with the Local Children’s Safeguarding Board.
- The DSL must keep staff aware of child protection procedures and regular training to include The Head, Staff and volunteers to the school. This training will occur on the timescale as specified by Hampshire Safeguarding Board (currently every 3 years). Temporary and voluntary staff also needs to be made aware of these arrangements.
- The DSL will ensure training arrangements for all staff covers the risks of ‘radicalisation’ and how to identify ‘children at risk’.
- The DSL and DSL team has training in accordance and agreement with local agreed procedures, renewed at least every two years and include child protection, inter-agency working and radicalisation training.
- If after a referral the child’s situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child’s situation improves.
- If early help is appropriate the designated safeguarding lead should support a staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

Safeguarding external agencies

- Hampshire Local Children’s Safeguarding Board – 01962 876 230
- Hampshire Safeguarding Children Board (LCSB) is a statutory body which co-ordinates, monitors and challenges its partner agencies in safeguarding children in Hampshire.
- **ANYONE can make a referral to the LCSB on the professionals telephone number**
- Hampshire Local Children’s Safeguarding Board Professional’s line – 01329 225379
- Referral and Assessment team for ‘known’ children to Hampshire Local Children’s Safeguarding Board - 02380877714
- Lyminster Police Station – 0845 045 4545
- LADO for Walhampton - (Local Authority Designated Officer) The interim the Hampshire LADOs, Barbara Piddington and Mark Blackwell can be contact on the general LADO number, 01962 876364.
 - o The chief function of LADO is to provide advice and preside over the investigation of any allegation or suspicion of abuse directed against anyone working in the school.

- The local area Prevent Lead

These are the advice and support details about extremism – Contact details:
prevent.engagement@hampshire.pnn.police.uk Telephone 101 or Anti-
terrorism hotline 0800 789321

- The Department of Education’s dedicated helpline relating to extremism concerns
– 020 734 07264
- Local Police: Lymington Police Station: 0845 045 4545
- The NSPCC whistleblowing helpline. Staff can call 0800 028 0285. Line is
available from 8:00 AM to 8:00 PM, Monday to Friday and email
help@nspcc.org.uk

References

This Safeguarding policy forms part of a series of policies and other documents which relate to safeguarding responsibilities of the school. In addition, due care and attention should be given to the information contained within the following documents listed below:

- Boarding School National Minimum Standards, April 2015
- Working Together to Safeguard Children, March 2015
- Disclosure and Barring Service (DBS)
- Counter-Terrorism and Security Act 2015 – known as ‘Prevent Duty Guidance’, June 2015.
- Prevent Duty - Departmental advice, July 2015
- Mandatory reporting for Female Genital Mutilation – procedural information – HM Government law states as of October 2015. This requires regulated health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18’s which they identify in the course of their professional work to the police.

Statutory Guidance

The LCSB require schools to complete the form “Safeguarding Children in Education-Audit” annually. This is sent to the local authority in June.

In May 2016 the DfE updated the published statutory guidance on Safeguarding called “Keeping Children Safe in Education”. This replaces safeguarding “Children and Safer Recruitment” (2006) this has since been updated in May 2016.

Where concerns are raised we (the School) would contribute to interagency working in accordance with Hampshire LCSB and co-ordinate any offer of ‘Early Help’ with Team Around the Child (TAC), Common Assessment Framework (CAF) and Multi Agency Safeguarding Hub (MASH).

1. Rationale

Safeguarding children is **everyone's** responsibility. Parents have the primary responsibility for the care and protection of their children. Some, however, are unable to fulfill this role for a variety of reasons. Those of us who have contact with children have a responsibility to be aware of, and to show concern for, families who are experiencing difficulties. We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse.

There is a particular need for the children to feel that they are cared for, protected and valued. We ALL have an important role in the support of these children within the community we serve. The governing body will act in accordance with Section 157 of the Education Act 2002 (which applies to Independent Schools) and the supporting of the statutory guidance '*Keeping Children Safe in Education*' (September 2016) to safeguard and promote the welfare of the children at Walhampton.

Walhampton School also has responsibilities in relation to safeguarding boarding children whilst they are residing at the school.

2. Safeguarding Policy

This policy describes Walhampton School's approach to Safeguarding and associated issues, at the school. The Walhampton Safeguarding policy is inclusive of all children at the school (Prep, Pre-Prep and Boarding pupils) including those children within the Early Years Foundation Stage (EYFS). The policy applies to the Head, all staff or anyone working on behalf of the school. There are three elements:

- The development of decision-making strategies for all pupils;
- The development of staff skills;
- The procedures to be followed if problems arise.

The Walhampton safeguarding policy will be reviewed annually by the whole of the Walhampton governing body. The Chair of Governors will ensure that all governors are in agreement of the policy and sign to acknowledge this.

3. Walhampton's holistic approach to safeguarding

At Walhampton, through awareness and concern for all children, we aim to:

- be aware of the needs of all children in our care
- provide security and stability for all children in our care both Day and Boarding pupils.
- handle any concerns confidentially, sensitively and through the correct channels.

This is achieved through the following objectives. The emphasis of the different objectives varies between the schools departments (Prep, Boarding and Pre-Prep), but all apply within the whole school.

- To foster pupils' educational development through all areas of the curriculum from EYFS to KS3 so that their self-esteem is raised, enabling them to acquire skills, attitudes and coping strategies which will help them to make reasoned decisions based upon sound judgment and valid information.
- The Governors have a duty to ensure that pupils are taught about safeguarding as part of a broad and balanced curriculum.
- To provide a variety of opportunities for discussion with their peers and others who work in the school (Student teachers, music teachers, Maintenance staff, cleaning staff, bus drivers, catering staff etc.) in which the ground rules of confidentiality, tolerance and trust are observed.
- To teach problem-solving techniques, assertiveness skills and respect for themselves and for other people. To encourage them to be responsible members of the school community, who will develop into caring adults with regard to their families and to society.
- To maintain links with parents and representatives of outside agencies.
- To view seriously any instances of bullying and to deal with them effectively.
- To ensure that all members of the school staff understand Safeguarding procedures and are alert to signs of potential or actual abuse in the categories of physical injury, neglect, emotional or sexual abuse.
- To ensure all staff are aware of the early help process in identifying children who may benefit from support as soon as a problem emerges, in liaising with the DSL team and in sharing information with other professionals to support early identification and assessment.
- To ensure best practice, the school is committed to safer recruitment. Prohibition

from teaching checks must be completed for all staff who carry out teaching work and support staff. In addition, checks should be carried out for any teacher sanctioned or restriction imposed by European Economic Area regulating authority for teachers, using the NCTL Teacher Services system.

- To have in place effective reporting and action procedures, as required by the Children Act 1989 (Pupil > Member of Staff > DSL > Head > School Medical Officer (where appropriate) > Social Services). These are set out in more detail in the appendix.

Achieving these objectives

- Through education and discussion in the PSED and lecture programmes
- Educational visits/visitors from other organisations have been checked for suitability if they supervise the schools pupils on and off school site.
- Through the relevant sections of the School Rules, available to all staff, pupils and parents
- Through specific written policies for staff, published for all Staff on the staff portal
- Through specific written policies, for example, on Relationships, Bullying, Stealing, Illegal Drugs and Use of Alcohol as published in the relevant policy annually updated, and also sent to parents and those relevant published to pupils.
- All children are taught about safeguarding, including online safety through PSED and the ICT curriculum with particular attention paid to school practices to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Where possible these practices are age-appropriate and delivered through a planned curriculum. Children should understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. The school will ensure that IT systems effectively filter online content without 'over-blocking', as well as staff pro-actively monitoring online usage.
- All children are made aware of the Schools Independent Listener (Kate Gollings 07885 726261) and how to access her if they wish.

1. Child Abuse/Protection

All staff should familiarise themselves and understand the information and advice given in this section as well as guidance provided in *'Keeping Children Safe in Education, July 2016'*. All staff must understand that safeguarding means protecting children from maltreatment; preventing impairment of children's 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.

1.1 What is Child Abuse and Neglect?

There are many components in child abuse and neglect. Whilst one may try to define them individually, often there is an overlap and one child may be subjected to one or more of the different forms of child abuse and neglect.

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

1.2 Incidence

Child abuse and neglect is not rare and is present in every strata of society. It is estimated that 0.5 - 1% of all children are abused or neglected.

2. How to Recognise Child Abuse

There are many ways in which child abuse may come to your notice:

- The child may tell you.
- A child's friend or relative may tell you.
- You may notice injuries.
- You may notice signs of neglect.
- The child may behave in a very sexually explicit manner.
- These are some examples of signs which should cause concern:
 - Repeated injuries such as burns, bruises, etc., which you feel do not have a satisfactory explanation.
 - Children who appear regularly as being dirty, smelly, poorly clad or hungry.
- The DSL and/or the DSL team have a duty to inform parents of concerns if:
 - You are aware that a young child in the family may not be properly supervised.
 - A child who is very depressed and might even be speaking about attempting suicide.
 - A child who becomes involved with other children in explicit sexual play or who uses very explicit sexual language.
 - A child who does not want to go home after school.
 - A child who runs away from home.
 - Special consideration needs to be given to the possibility of abuse by one or more pupils against another pupil including the legal threshold, and stress that staff need to refer such abuse to an external safeguarding agency.

3. What action should be taken?

- a) All relevant staff should be aware of difficult marital situations especially if one parent is denied access to a child (photograph of that person should be at the school if possible/appropriate). Relevant staff must be told if someone other than a parent or regular child-minder (i.e. someone who is not known by the teacher) is collecting a child. No child should be allowed to go home with a stranger unless the parents have notified the staff. If such a situation occurs, then appropriate phone calls should be made before the child leaves the building.
4. If a child arrives at school with unusual marks on the body/face/hands etc. then the DSL or a member of the DSL team is consulted immediately.
5. If a child behaves in an unusual way for longer than normal, the pink coloured “Concerns Sheet” should be filled in. If three forms are filled in for one child, then the following procedures should be followed. The following procedures should also be followed if there is concern that there is any form of abuse, regardless of whether any previous forms have been completed.
 - i. In the first instance, a verbal or written report should be made to the “Designated Safeguarding Lead or Deputy DSL ” (see below) who will inform the Head and/or the School Medical Officer. Note - if the allegation concerns the DSL the verbal report should be made initially to the Head.
 - ii. If necessary the DSL will contact the Children and Families Referral and Assessment Team at Social Services for “consultation” to share concerns and identify appropriate action.
 - iii. If the present need meets the Children and Families Service eligibility criteria, a formal “referral” will be made and a “child in need” category will be assigned, appropriate support and obtain consent if a referral is made. **However if a child is in immediate danger or is at risk of harm, a referral should be made to children’s social care and/or the police immediately.**

If a child is disclosing information it is important that you do not promise confidentiality, but:

- Listen carefully to what the child is saying.
- Do not ask leading questions – staff should be aware that the way in which they talk to a child could have an effect on the evidence that is put forward if there are subsequent proceedings. Care must therefore be taken in asking and

interpreting children's responses to questions about indications of abuse. This applies whether the child is making allegation or volunteers information, which amounts to an allegation.

- Believe the child. Demonstrate that s/he is being taken seriously and that what is being said is being accepted without criticism.
- Be calm and supportive.
- Reassure the child.
- Whilst you should not promise to keep the information confidential, you can promise to support that child throughout any ensuing action that may have to be taken.
- Remember that if a child trusts you enough to tell you something that has or is happening to them, then it is a privileged position to be in and it is important that you give them the time and space to do so.
- You are not expected to make a diagnosis, but only to alert the appropriate authorities, as detailed below. (It may be useful to keep brief notes of conversations.)

4. What is the procedure for cases requiring referral, which are brought to the attention of the Head or DSL (and/or School Medical Officer, if appropriate)?

The referral will be made to the Referral and Assessment Team at HANTS Social Services Department.

If a child is to be medically examined by a specialist, the School Medical Officer (or Designated Safeguarding Lead) is responsible for advising parents. The parents should be invited to attend the medical examination. For day pupils, the School Medical Officer will also inform the patient's general practitioner.

1. If there is concern about the suspected abuse of a child who has failed to attend school, the Social Services Department will be contacted by the Designated Safeguarding Lead.
2. The Head, the Designated Safeguarding Lead and the School Medical Officer are therefore responsible for child protection and welfare issues within the School.

Staff responsibilities

Safeguarding and promoting the welfare of children is **everyone's** responsibility.

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

To ensure a robust and full-cover approach to safeguarding, the school has the following structure:

- Designated Safeguarding Lead at Walhampton School is Mrs Rebecca Williams
- (Operations Director -SLT) - 01590 613 305
- Deputy DSL and clinical lead for Prep department at Walhampton School is Mrs Jemma Rea (Senior School Nurse) - 01590 613 313 within school hours
- Deputy DSL for EYES/Pre-Prep at Walhampton School is Mrs Janet Morgan (Deputy Head for Pre-Prep) - 01590 613 317 within school hours
- Out of Hours Deputy DSL at Walhampton School is Mr Nigel Reed (Deputy Head and Head of Pastoral SLT) - 01590 613 300

- Mrs Sarah Thomas (The Head of Bryanston School & Governor in charge of Safeguarding at Walhampton) - 01258 484632

All school staff have a responsibility to provide a safe environment in which children can learn.

All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead or safeguarding team. Staff may be required to support other agencies and professionals in an early help assessment.

What ALL school staff need to know

On induction of employment ALL STAFF should receive:

- a copy of the safeguarding policy
- staff code of conduct policy (March 2016) and
- whistle blowing procedure
- Be aware of the ICT filtering systems that the school has in place.

The staff code of conduct policy (appendix 6) contains useful information to help staff avoid allegations of abuse and can be found on the staff drive.

- **ALL** staff must read and sign to say that they have understood the ‘Keeping Children Safe in Education’ September 2016 and demonstrate their understanding by completing the school’s on-line safeguarding course. Failure to do this could be viewed as a disciplinary issue. Where necessary support can be provided by your line manager.
 - Staff members working with children are advised to maintain an attitude of **‘it could happen here’** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.
 - **All** staff members should be aware of systems within the school which support safeguarding and these should be explained to them as part of staff induction and staff training. This should include:
 - the child protection policy;
 - the staff behaviour / code of conduct policy;
 - the role of the designated safeguarding lead, the DSL team and its structure.
 - **All** staff members should receive appropriate safeguarding and child protection training, which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
 - If staff members have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children’s social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.
 - Staff should also be aware of the school ‘pink form’ process – see Appendix 5
- A6 Walhampton Safeguarding Policy - 2016

and how to record a concern to the DSL or the DSL team. Staff should be aware of their responsibility to record communications of a safeguarding nature between parents/guardians accurately, inform the DSL team and pass on all documentation to the DSL team for safe storage and record keeping. All concerns, discussion and decisions made and the reason for those decision should be recorded in writing.

- **All** school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are found in appendix 3. Staff need to understand their role in identifying children who may benefit from support as soon as a problem emerges, in liaising with the DSL and in sharing information with other professional to support early identification and assessment. Staff should understand the difference between a safeguarding concern and a child protection issue (where a child is in immediate danger or at significant risk of harm)
- All staff should be aware of the process for making referrals to children’s social care.
- **Any member of staff can make a referral to children’s social care HOWEVER the DSL or DSL team should be notified as soon as possible.** Hampshire Local Children’s Safeguarding Board Professional’s line – 01329 225379. In the event that a member of staff has needed to make the referral, they must be aware that the local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff or the DSL team should follow up on a referral should this information not be forthcoming.
- **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintenance an appropriate level of confidentiality whilst at the same time liaising with relevant profession as such the DSL and children’s social care. Staff should never promise a child that they would not tell anyone about an allegation – as this may ultimately not be in the best interest of the child.
- **All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead or DSL team, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- All staff should be aware of the possibility of abuse by one or more pupils against another pupil including the legal threshold and stress they need to refer such abuse to an external safeguarding agency following the schools reporting line. This includes ‘peer on peer’ abuse. All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

- Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.
- There are rules and regulations on the use of mobile phones which can be found in the staff Code of Conduct Policy 2016.
- Mobile phones will not be used in the presence of children and will remain on silent during teaching periods. Calls can always be made in the case of an emergency. Photos will only be taken for educational purposes with parental permission.

There are

- Any allegations about staff are reported to LADO immediately within ONE working day.
- Diagram A below illustrates how to report an allegation against a member of staff at Walhampton.
- Diagram B shows the flow chart setting out the process for staff when they have a concern about a child.

Diagram A - How to report an allegation against a member of staff at Walhampton.

Safeguarding Children in Education: Dealing With Allegations of Abuse Against Teachers and Other Staff: Flowchart Summary

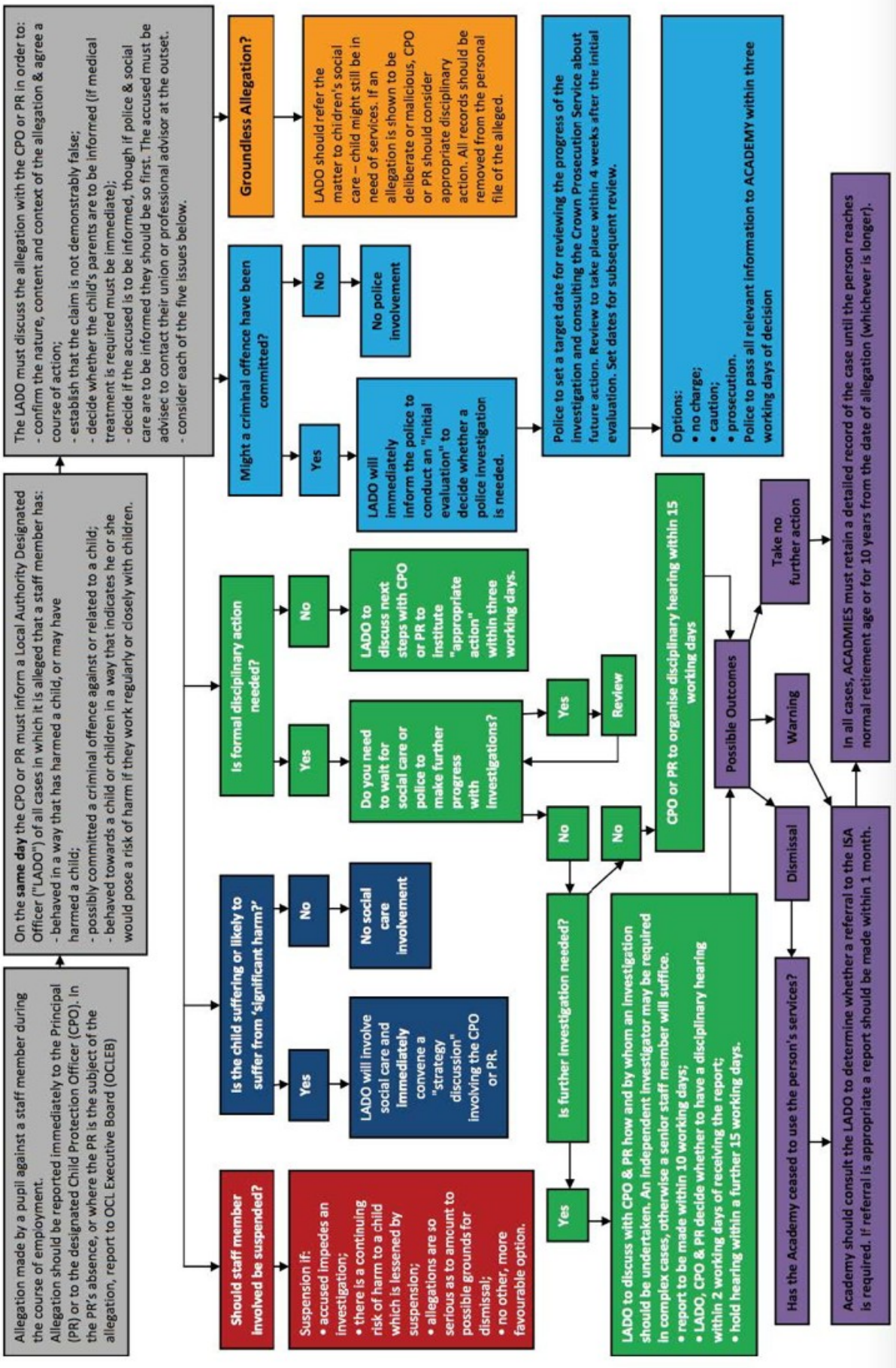
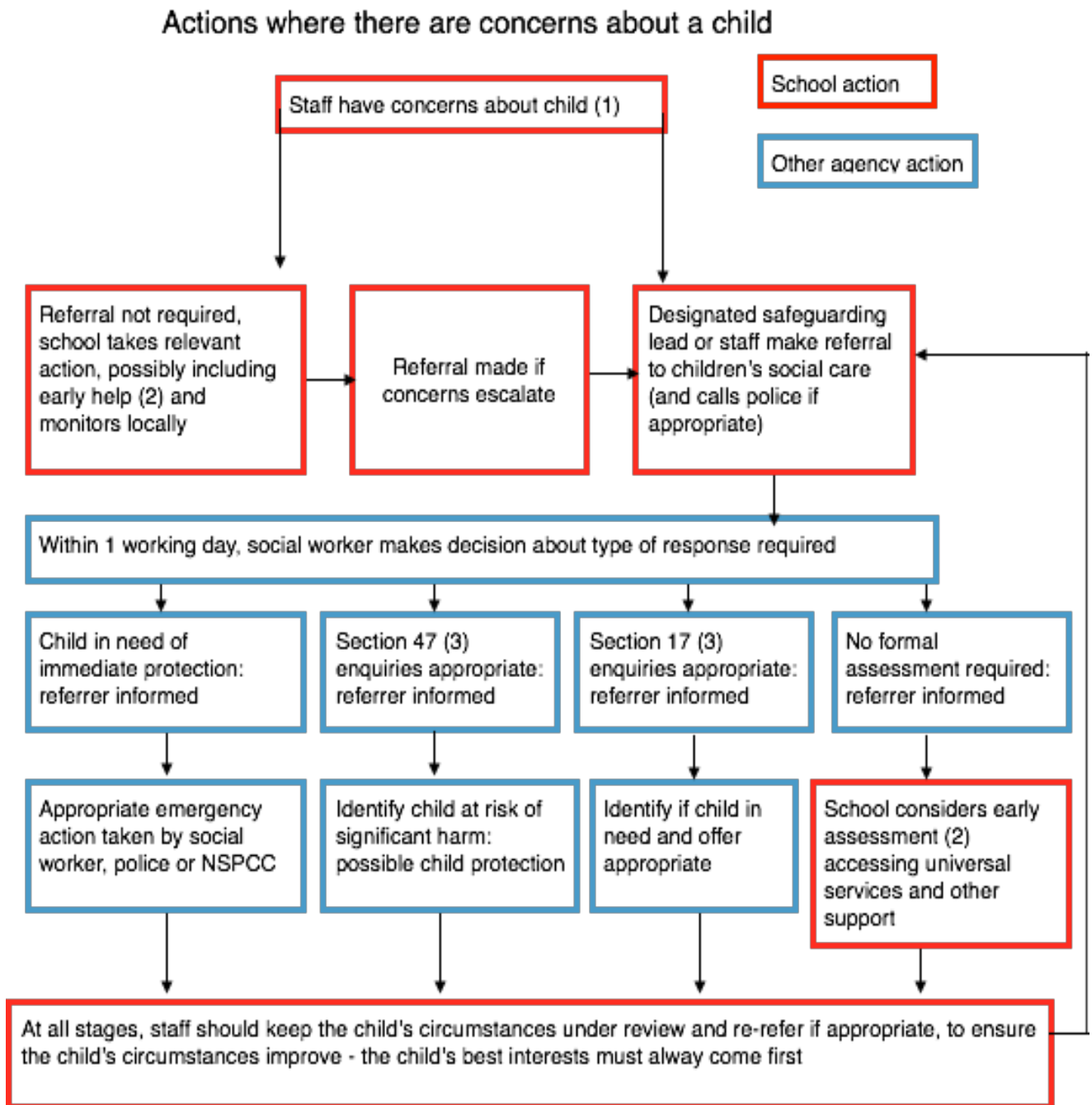


Diagram B - flow chart setting out the process for staff when they have a concern about a child.



In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.

2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged.

3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm.

4. This could include applying for an Emergency Protection Order (EPO).

- It is statutory that staff should be aware Walhampton has a responsibility to provide for a report to be sent promptly to the Disclosure and Barring Service (DBS) if the school dispenses with a persons services because of unsuitability to work with children or have done so if the person had not resigned. This is highlighted again in the Walhampton Recruitment Policy.
- It is statutory to take into consideration that it is given to making a referable to the National College of Teaching and Leadership (NCTL) where a teacher has been dismissed or would have been dismissed if he/she had not resigned and a prohibition order may be appropriate because of unprofessional conduct, that may bring the profession into disrepute, or a conviction at anytime for a relevant offense. All staff should be aware of Walhampton’s staff code of conduct policy.
- In the event of where a boarding member of staff is suspended on matters of a child protection nature separate and alternative accommodation for that member of staff will be provided.
- Assurance will be gained the staff of another organization have been checked for suitability if they supervise the schools pupils on a site other than the school’s.

Peer on Peer abuse

- Peer on peer abuse is a child protection issue that all staff need to be able to recognise. Staff should recognise that children are capable of abusing their peers. The Board of Governors will ensure the school’s safeguarding policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with.

The school is clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. All victims of peer on peer abuse will be supported.

- Peer on peer abuse can manifest itself in many ways.
 - Governors should ensure the school approach to sexting, is to take all allegations seriously and that the Headmaster or DSL will investigate thoroughly.
 - The Headmaster and Head of Pastoral will be informed of peer on peer abuse and a full investigation will be launched for each case.
 - Parents will be informed and the effected children supported. Pupils will be educated in the awareness of best practice of IT/communication devices to

ensure lessons are learned.

- Governors will ensure the child protection policy reflects the different gender issues that can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation/induction type violence.

To minimize the risks of peer on peer abuse the school will:

- Educate pupils on safeguarding issues in PSED lessons and IT lessons and the schools pastoral ethos.
- Children are NOT allowed to use their mobile phones during the school day. Boarders are allowed IT communication devices and mobile phones during a fixed time every evening. This is supervised by a member of staff.
- The school's tutor system and regular staff meetings ensures that information and potential peer on peer conflicts are identified and dealt with as soon as possible.
- Where possible, the school is committed to increasing parental and staff awareness of safeguarding issues and children's wellbeing through external presentations from expert speakers
- The DSL team will keep up to date with external agency development and guidelines.
- Gender specific peer on peer abuse will be specifically highlighted in PSED, through the academic curriculum and ethos of the school.

Record keeping

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

What school staff should do if they have concerns about safeguarding practices within the school

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or senior leadership team.
- If a staff member has a safeguarding concern about the Head this should be referred to the Chair of Governors.

If staff are away from the school environment and a disclosure is made

- Listen carefully to what the child is saying.

- Do not ask leading questions.
- Believe the child.
- Be calm and supportive.
- Reassure the child.
- Whilst you should not promise to keep the information confidential, you can promise to support that child throughout any ensuing action that may have to be taken.
- You are not expected to make a diagnosis, but only to alert the appropriate authorities.
- Contact Walhampton DSL or local children's safeguarding board for advice
- If the child is in immediate danger contact the police.

Why is all of this important?

- It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action

5. Whistle blowing

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. In such instances staff should consult the school 'Whistleblowing Policy' and/or follow the procedures outlined in this document.

Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. KSCIE 2016 provides details of the NSPCC whistleblowing helpline for staff who feel unable to raise concerns about safeguarding practices within the school. Staff can call 0800 028 0285 – line is available from 8.00 am to 8.00 pm, Monday to Friday. Email help@nspcc.org.uk

6. On Site Visitors (including visiting speakers)

It is Walhampton's protocol that the following is adhered to:

- All visitors are required to sign in at Reception and in the relevant book once they have read the safeguarding summary.
- They are required to wear a visitors badge at all times
- Visitors must be accompanied as appropriate
- Visitors must also sign out when they leave the site.

(Appendix 2)

- Temporary and voluntary staff need to be aware of safeguarding arrangements

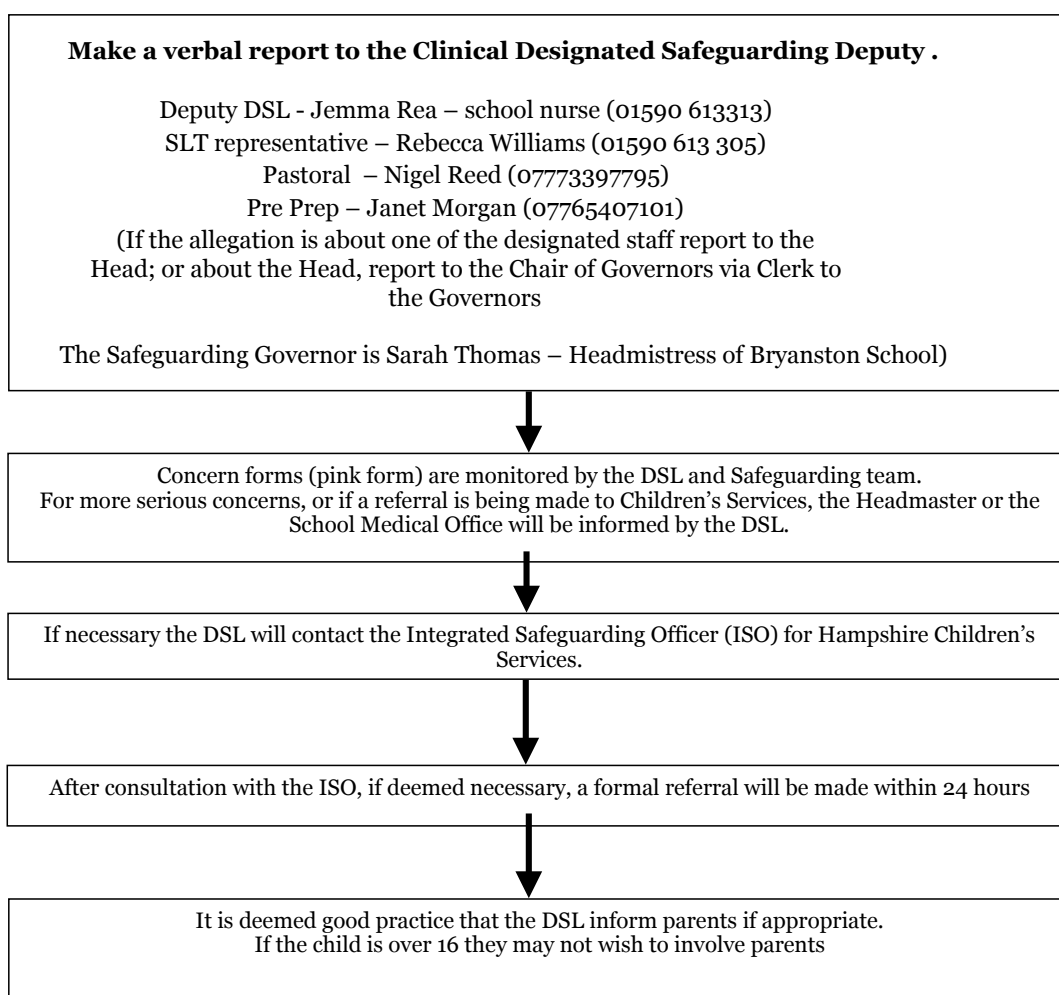
Appendices:

- 1. Child protection summary of process – this is a simple flow diagram to enable all staff follow the correct procedure if a child discloses information.**
- 2. Safeguarding – visitors signing in must read this document before signing the book. It is laminated in the signing in book in the office.**
- 3. Detailed notes on Abuse.**
- 4. Process of referral and raising concerns about a child**
- 5. Concerns form or "Pink form"**

SAFEGUARDING - SUMMARY OF PROCESS

If you have concerns about a child's welfare or if a child is disclosing information remember

- Listen carefully
- Do not ask leading questions
- Believe the child
- Be calm, supportive and reassuring
- Do not promise confidentiality
- Keep brief notes of conversations



APPENDIX 2.

SAFEGUARDING – VISITORS SIGNING IN.

Notice to All Visitors

Walhampton School is committed to the safeguarding of all pupils. For this reason we ask visitors to be aware of the following:

- Please sign in and out from reception.
- Please wear your “Visitors” badge at all times.
- The following situations should be avoided; entering boarding or changing areas unaccompanied, being alone with a child, where you cannot be seen by others.
- Be mindful if you find yourself near children who are showering, using the toilet or changing.
- Please do not use your mobile phone in the presence of the pupils.
- If you have concerns about the emotional or physical behaviour of a child please report it to the front desk in reception whom in turn will report it to the Safeguarding Officer.
- By signing into the school you are also stating that you are not under the influence of alcohol or any other substance that may affect your business and/or your ability to care for children.

Thank you for your help.

Appendix 3

Types of abuse and neglect as cited by the KCSIE September 2016

1. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
2. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
3. Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
4. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
5. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
6. Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic

emotional needs.

7. Specific safeguarding issues
8. All staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
9. All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.
10. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

Through on-going annual training, staff will be given updates and/or information on:

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

Appendix 4

Concerns Form

Concerns Form

Name of Child..... Form: Boarder Day

Disclosure Eating Behaviour Medical Other

Brief description:

Date Signed.....

(Due to the nature of information that may be contained on this form please endeavour to hand, in person, to Jemma Rea).