



'ALIS VOLAT PROPRIIS'

SEATON HOUSE SCHOOL

SAFEGUARDING POLICY

Date Reviewed: September 2020
Next Review Date: Autumn 2021
Reviewed by: Head and SLT
Ratified by Governors
Amended November 2020

“THE WELFARE OF THE CHILD IS PARAMOUNT”

WHO THIS POLICY IS FOR

This policy applies to the whole school, including the Early Years Foundation Stage.

AIMS

The Seaton House Child Protection and Safeguarding Policy provides a secure framework for the workforce in safeguarding and protecting those pupils who attend our school.

The DfE's Keeping Children Safe in Education defines Safeguarding as:

'Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's mental and 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.'

Child Protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (Working Together 2018 Appendix A glossary).

1. **Ethos**

Safeguarding at Seaton House is considered to be everyone's responsibility and as such our school aims to create the safest environment within which every pupil has the opportunity to achieve their Five Outcomes:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

Seaton House recognises the contribution it can make in ensuring that all pupils registered or who use our school feel that they will be listened to and appropriate action taken. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

2. Key Personnel and Contact details for Safeguarding at the School

Safeguarding role	Name of Person	Role in School	Contact details
DSL	Mrs. Lesley Wilson	Deputy Head of School	deputy@seatonhouse.sutton.sch.uk 020 8642 2332 07923 625226
Deputy DSL	Mrs. Ruth Darvill	Head of School	head@seatonhouse.sutton.sch.uk 020 8642 2332 07914 304104
Deputy DSL	Mrs. Sarah McGreevy	Deputy Head of School (responsible for Early Years)	sarahm@seatonhouse.sutton.sch.uk 020 8642 2332 07808 855513
Safeguarding Governor	Ms Barbara Grant	Governor	bgrant.gov@seatonhouse.sutton.sch.uk 07786 273828

3. Key Contact Details for external agencies and professionals

Sutton Children's First Contact Centre (formerly Sutton MASH)	020 8770 6001 childrensfirstcontactservice@sutton.gov.uk Out of hours: 020 8770 5000 childrens.edt@sutton.gov.uk.cjism.net
Sutton LSCP (Local Safeguarding Children Partnership)	020 87704879 suttonlscp@sutton.gov.uk
LADO (Local Area Designated Officer)	Sima Hirani: Lead LADO 020 8770 4776 Tim Deacon 07525 908884 lado@sutton.gov.uk (secure email) t.deacon@sutton.gov.uk Out of hours: 020 8770 5000
Early Help Co-ordinator	0208 770 4128 earlyhelp@sutton.gov.uk ehat@sutton.gov.uk (for completed early help assessments)
NSPCC	0808 800 5000
Childline	0800 1111
DfE PREVENT Helpline	0207 7340 7260
DfE Counter Extremist Helpline	020 7340 7264 or Email: counter.extremism@education.gov.uk
ISI	0207 600 0100
Police	999 101 (non-emergency)
Child Exploitation and Online Protection Agency	https://www.ceop.police.uk/safety-centre/

4. The purpose of this policy is to:

- Afford protection for our pupils
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes the school a safe place to learn.

This Safeguarding Policy applies to the governors, employees (including supply and peripatetic staff), volunteers and people using the school. They must all acknowledge that:

- The child's welfare is of paramount importance and all children have the right to be protected from abuse and neglect.
- All employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse and neglect, how to identify children who may benefit from early help, and raise awareness of the wide range of safeguarding issues and how to help to respond and support the children in their care.
- Children who are being abused, neglected or at risk of harm will only tell people they trust and with whom they feel safe and every member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse or raises other concerns about their welfare.
- It is essential that members of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.
- All staff and volunteers must be made aware that they should report any concerns about safeguarding practice or any concerns about staff to the Head or if the concern is regarding the Head, to the LADO (Local Area Designated Officer) or ISI.

5. Aims of the Policy

- To raise the awareness of all school staff of the importance of child protection and safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child's welfare.
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse, neglect or concerns about a child's welfare and for dealing with allegations against staff.
- To promote effective liaison with other agencies in order to work together for the protection of all pupils.
- To support pupils' development in ways which will foster security, confidence and independence
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages.
- To take account of and inform policy in related areas such as discipline, bullying, staff and pupil behaviour policies and E-Safety.

There are three main elements to the school's Safeguarding and Child Protection policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection/safeguarding procedures.

6. Responsibilities and expectations

The Governors at Seaton House have a legal responsibility to make sure that the school has an effective child protection and safeguarding policy and procedures in place and monitors that the school complies with them. The Governors will also ensure that the policy is made available to parents and carers. It is also the responsibility of Governors to ensure that all staff and volunteers are properly checked to make sure they are safe to work with the pupils who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Head) or volunteers.

The **Designated Safeguarding Lead** is Mrs. Lesley Wilson deputy@seatonhouse.sutton.sch.uk. If the DSL is not available, then the **DSL Deputy** is Mrs. Ruth Darvill or Mrs. Sarah McGreevy (*These people can also be contacted with any safeguarding concerns*).

Other staff with specific areas of responsibility for Safeguarding are as follows:

- Allegations Management – Ms. Barbara Grant (Governor Lead) bgrant.gov@seatonhouse.sutton.sch.uk and Mrs Ruth Darvill head@seatonhouse.sutton.sch.uk
- E Safety Champion – Helen Brooks
- Prevent Lead – Mrs. Lesley Wilson deputy@seatonhouse.sutton.sch.uk
- Anti-bullying/Pastoral Care – Hannah Simpson in conjunction with SLT.

Seaton House staff work closely with the Sutton LSCP in conjunction with the London SCB (Safeguarding Children's Board).

7. Specific Roles in Safeguarding Children

All staff have a statutory responsibility to:

- Have read and understood at least part one and Annex A of KCSIE 2019 and Government advice: What to do if you're worried a child is being abused (March 2015).
- Provide a safe environment in which children can learn
- Have read and be familiar with this policy, the School's Staff Handbook and whistleblowing procedures and be aware of systems, policies and procedures within the School.
- Be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm and in such circumstances to take appropriate action, working with other services as needed
- Work with the DSLs and, if required, to support social workers to take decisions about individual children.
- Attend regular safeguarding refresher training, at appropriate levels, as and when required, at least annually, to keep up with any relevant safeguarding and child protection developments.
- Make a direct referral to MASH immediately (and within one working day) if, at any point, there is a risk of immediate serious harm.

The Designated Safeguarding Lead (DSL) takes the lead responsibility for:

- Safeguarding and child protection and on allegations against staff
- Keeping secure Child Protection, Children in Need and other plans, writes records and reports
- Safeguarding and Child Protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Induction of staff/staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include

ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

- Overseeing that E-safety is taught and that staff and pupils are aware of the threats posed by being online. This is done in liaison with the E-Safety Champion.
- Understand (and participate in) early help assessments and process for early help
- Liaising with the Local Authority and Local Safeguarding Children Board/Partnership
- Working in partnership with other agencies; referrals and support; information sharing
- Ensuring a culture of listening to children and taking account of their wishes and feelings
- Where any roles of the DSL are delegated to appropriately trained deputies they retain the ultimate lead responsibility
- Undertaking a safeguarding evaluation/audit, report to the SLT and Proprietor

It is the responsibility of the DSL to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school. The DSL has a role in ensuring that the whole school safeguarding training takes place at least every two years and provides regular interim updates.

The DSL is required to attend or ensure that a senior member of staff who has the relevant training, attends where appropriate, all conferences, core groups or meetings where it concerns a child at Seaton House and to contribute to multi-agency discussions to safeguard and promote the child's welfare.

The DSL is required to complete an annual Self-Review Assessment Audit which demonstrates that the Safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan.

All Child Protection concerns need to be acted on **immediately**. If anyone is concerned that a child may be at risk or is actually suffering abuse, they should tell the DSL.

All Adults, including the DSL, have a duty to refer all known or suspected cases of abuse to the relevant agency, including social services or the police. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process. Where a disclosure is made to a visiting staff member from a different agency, it is the responsibility of that agency staff to formally report the referral to the School's Designated Person in the first instance. Any records made should be kept securely on the child's main school/child Protection file.

8. Early Help

See Working Together 2018 Chapter 1, KCSIE 2019 and the Sutton LSCP multi-agency threshold guidance October 2018 (section 3) <https://www.suttonlscp.org.uk/lscp-policy-practice.php>

Providing early help is more effective in promoting the welfare of children than reacting later. **It means providing support as soon as a problem emerges.**

Early help support must be kept under constant review and consideration, and a referral made to MASH (Multi Agency Safeguarding Hub) if the child's situation does not appear to be improving (KCSIE 41)

In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help. We will:

- Undertake an assessment of the need for early help
- Provide early help services e.g. Community Nurse, Pastoral Worker, SENCO, Family Outreach Worker, Early Bird club
- Refer to appropriate services e.g. CAMHS, YADAS

The DSL ensures that pupils have a choice of staff who will listen to their concerns either about themselves or about one of their peers. Emotional health, including support for young pupils at exam and result time is very important and pupils and their parents are made aware of online support such as Childline. This is particularly relevant if the need is not thought to meet the threshold for CAMHS intervention. The SENCO, or DSL are able to discuss individual cases to gain information and advice with the CAMHS linkworker.

9. Responding to concerns about child in need or at risk

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY AND ALL STAFF ARE ABLE TO MAKE A REFERRAL IF THEY CONCERNED ABOUT A CHILD AND THEY DO NOT REQUIRE PARENTAL CONSENT TO DO SO. All referrals should be made via Sutton Children's Contact Service using their online referral form available on LSCP website.

If you are concerned about a child you should act immediately and fill in a pink form and ensure you give this to the DSL or speak to them in person. The DSL will then contact Sutton Children's Contact Service to ascertain the best course of action and either gain access to Early Help or refer to Children's Social Services.

If a child is a risk you should inform the DSL immediately who will contact Sutton Children's Contact Service and speak to MASH to make referral or if crime committed inform the police.

10. Responding to Disclosures – guidance for staff

If a child wishes to confide in you the following guidelines should be adhered to:

- **Be honest.**
 - Do not make promises that you cannot keep.
 - Explain that you are likely to have to tell other people in order to stop what is happening.
- **Create a safe environment.**
 - Stay calm.
 - Reassure the child and stress that he/she is not to blame.
 - Tell the child that you know how difficult it must have been to confide in you.
 - Listen to the child and tell them that you believe them and are taking what is being said seriously.
- **Record on the school 'Disclosure Form' exactly what the child has said to you and include;**
 - Child's name, address, date of birth
 - Date and time of any incident
 - What the child said and what you said
 - Your observations e.g. child's behaviour and emotional state
 - Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
 - Sign and date the record and provide a copy for Social Care and your records.
- **Be clear about what the child says and what you say.**
 - Do not interview the child and keep questions to a minimum.
 - Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
- **Maintain confidentiality**
 - Only tell those people that it is necessary to inform.
- **Do not take sole responsibility**
 - Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
 - The Designated Safeguarding Lead should refer these concerns to MASH before the child goes home if still in school. A decision will be made by MASH whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.
 - Although referrals to MASH would normally be made by the DSL, any other individual with concerns can make a referral.

Social Care will advise about if and when to share information with parents, if there are concerns that this may be putting the child more at risk.

11. Responding to signs of abuse or neglect

- Through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection.
- They should be vigilant, protective and discuss any concerns with the DSL who will refer to Social Care or other agencies where appropriate
- The DSL / SLT / staff will use the Sutton **Multi Agency Threshold** guidance (October 2018) when making decisions about appropriate support or referral for a child. This includes reference to the 'Four levels of need'.
- All concerns must be recorded in line with LSCP guidance
- Staff need to have 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.

12. Following up referrals

- The agency to which the referral was made e.g. Social Care, should inform the referrer of their action. Where this does not happen promptly the referrer should contact the agency to which it made the referral to be assured that action is being taken or that alternative support is being recommended. All referrals should be followed up within one working day.
- If after a referral the child's situation does not appear to be improving, the DSL should press for re-consideration
- It is essential that the school remains actively involved in support and plans, even where another agency is taking the lead whether at early help, child in need or child protection level

13. Partnership with Parents/Carers and the community

The school shares a purpose with parents or carers to educate, keep children safe from harm and have their children's welfare promoted. We also work closely with those in our local community in order to further promote the welfare and safeguard our pupils. All our key policies are available on our website and copies in alternative formats can be obtained from the school office.

We are committed to working with parents/carers positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Seaton House will share with parents/carers any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents/carers to disclose any concerns they may have. We make parents/carers aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

The DSL and relevant staff will all be aware, on a need to know basis, of any parental factors which may impact on the welfare of a pupil e.g. violence, mental health, substance misuse etc. Parents are encouraged to make the school aware themselves but must also realise that other agencies will share safeguarding information. A record of this will be kept at school.

14. Domestic Abuse

Seaton House receives information from the police (Operation Encompass) to alert the Designated Safeguarding Lead in the school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil. If we have additional concerns, we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi-agency risk assessment conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

The school website will provide contacts to local domestic abuse services e.g. National DV Helpline 0808 2000247 and Sutton Women's Centre 020 8661 1991.

15. Pupils with Child Protection Plans

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead will attend planning meetings and core group meetings specified in the plan and contribute to assessments and plans.

The School recognises that pupils who are the subjects of abuse, neglect or who live in situations of domestic abuse may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

16. Children with Special Educational Needs or Disabilities (see KCSIE 110)

The Governors at Seaton House recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. They may be increasingly vulnerable to being bullied, at higher risk of sexual exploitation, online grooming and radicalisation. Staff should work closely with parents/carers in meeting any particular needs and providing any appropriate safeguarding advice.

Additional barriers can exist when attempting to recognise abuse and neglect in SEND children. For example, assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, communication difficulties, not necessarily showing outwardly the signs of the impact of others' behaviour towards them, such as bullying. Staff awareness should be raised to these issues.

The Governors will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs.

17. Children with Mental Health/Emotional Health Needs

Pupils identified with mental health/emotional issues or those with parents/carers/siblings identified with mental health issues will be offered additional support. Initially this will be with the Form Tutor who will listen to their concerns and be on hand to provide additional support if required. The Form Tutor will also liaise with the ELSA and DSL (if appropriate). The DSL will ensure that where necessary referrals are made to CAMHS or other appropriate services in conjunction with parents/carers. The school is working in line with the supporting mental health in school and colleges guidance August 2017.

At Seaton House we have excellent support strategies to develop children's emotional well-being and resilience. There are regular circle times, specific PSHE sessions as well as message boxes and a range of staff whom the children can seek support from. We will also ensure that we fully support children who undertake exams such as the 11+ or at difficult times of the year such as transition.

18. Peer on Peer abuse (including sexual violence, sexual harassment, physical abuse, sexting, initiation/hazing violence and rituals)

Staff should recognise that children are capable of abusing their peers. (see KCSIE 97-98)

Concerns about inappropriate sexual behaviour will be reported to the DSL immediately and a referral made to MASH who will advise on the appropriate action to take and facilitate a strategy meeting when appropriate.

In spite of the gendered nature of peer on peer abuse we recognise that any form of peer on peer abuse is unacceptable and will be taken seriously. Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger is a form of emotional abuse (KCSIE part One). This could include bullying from siblings. The DSL should consider referral to Social Care where bullying is at this level.

Sexual Violence and Sexual Harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- understanding that abuse is abuse and therefore not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up” or “just having a laugh”
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way
- potential initiation/hazing violence and rituals and recognise these as a form of peer on peer abuse. This is a practice of rituals, challenges and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if:

- s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual Harassment: this means ‘unwanted conduct of a sexual nature’ that can occur online and offline. It is likely to violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Examples of sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting;
- upskirting (please see section 36 for full definition). Upskirting (taking image under clothing without consent) is not tolerated and a law has been passed making it illegal.

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (it has to be considered when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature

online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include non-consensual sharing of sexual images and videos; sexualised online bullying; unwanted sexual comments and messages, including, on social media; and sexual exploitation; At Seaton House we believe that all children have the right to attend school and learn in a safe environment. We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

As a school we will robustly investigate all allegations of peer-on-peer abuse and ensure that we always provide support to both parties. In cases of sexting or youth produced sexual imagery we will follow the guidance issues by the UKCCIS (UK Council for Child Internet Safety) published in 2017. We will ensure all evidence that is gathered is recorded in writing and is dated and timed and where appropriate work in partnership with the police. We will endeavour to minimise the risk of peer-on-peer abuse by:

- education through our PSHE and assemblies program
- proper supervision of the pupils especially when changing
- challenge all inappropriate behaviour before it escalates
- build a listening culture within the school
- ensure that all pupils feel safe and know all the ways they can raise concerns with adults.

19. Safeguarding information for pupils

- All pupils in the school are aware of staff who they can talk to.
- PSHE has a role in teaching safeguarding to pupils as a preventative measure e.g. child sexual exploitation at an age appropriate level,
- Use of the Safe Schools and Communities Team in advice and training and mediation e.g. E safety
- Pupils are made aware of online resources e.g. Childline, Kidscape
- All pupils are taught to keep themselves safe, including online.

20. Contractors and other Services

All contractors providing services within the School whose staff have access to school premises should comply with this policy and the attached procedure. The contractor or individual must agree to this in writing. This applies equally to Peripatetic Teachers and External Clubs Instructors.

Any contractor or organisation delivering a service on behalf of the school or using its premises is to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS disclosure checks. **This policy and procedure will also apply to any organisation using school facilities.**

21. Safer Recruitment and Selection

At Seaton House we will ensure that we have a member on every recruitment panel who has received the appropriate Safer Recruitment and selection training. All of our staff and Governors are appropriately qualified and The School makes appropriate enhanced checks on all staff and Governors, including through the Disclosure and Barring Services (DBS) and obtaining and following up through references. **All of this information is kept in the school Single Central Record.** Our policies comply with part 3 of KCSIE (September 2019), the Safeguarding Vulnerable Group Act (2006) and other relevant 12 safeguarding recruitment guidance to ensure that no one is employed within, by or on behalf of the School who is unsuitable to work with children. Whilst the DfE does not specify timescales for renewal of DBS checks, the school will renew certification on a five yearly basis for long serving members of staff/Governors and obtain annual declarations from staff/Governors that no changes in circumstances that would affect their existing certification have occurred.

22. Staff Behaviour

Please see the Seaton House handbook and the school mobile phone policy which highlights the following:

- Treating all children with respect
- Setting a good example by conducting ourselves appropriately
- Involving children in decision-making which affects them
- Encouraging positive and safe behaviour among children
- Being a good listener
- Being alert to changes in a child's behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety and information sharing
- Asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language
- Maintaining professional standards and boundaries at all times on and off the school site
- Being aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse
- Staff, volunteers, governors/trustees not being involved in any activity which is illegal and may pose a risk to children e.g. access to child pornography, extremist or radicalisation activities. Or has behaved or may have behaved in a way that indicates they may not be suitable to work with children'. This is to take account of situations where a person's behaviour outside school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children.
- Staff and volunteers are reminded to declare any offences or involvement with the police relevant to their employment
- Where safeguarding or criminal issues occur in an employee's private life the impact of this on their suitability to work with children will be assessed with the support of the LADO as appropriate
- No mobile phones are to be used or be visible when working with children. All phones must be kept in designated areas. Mobile phones and personal devices are not to be used to take photographs of children (see mobile phone policy).

23. Allegations against staff

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Head who will refer to the appropriate Local Authority Designated Officer (LADO). Any concern or allegation against the Head will be reported directly to the Chair of Governors who will refer to the LADO (without informing Head).

As per the guidance in 'Keeping Children Safe in Education 2020', allegations of abuse made against teachers and other staff and the Sutton LSCP procedures will be followed for both the investigation and support for the member of staff. School will also ensure that allegations against any supply teachers are dealt with properly. Seaton House will not decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome'.

Allegations of serious misconduct against a teacher may be referred to TRA (DfE, Teacher misconduct, referral of cases) by any of the following:

- a teacher's employer, including an employment or supply agency
- members of the public who think that a case of misconduct by a teacher is serious enough to warrant a prohibition order
- the police
- the Disclosure and Barring Service (DBS) and other regulators who are aware of relevant information.

Referrals will be made to DBS if the DSL believes a person has caused harm or poses a future risk of harm to any member of the school community, vulnerable groups, including children. This is in line with the DBS barring referral guidance (2018).

24. If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The **school's whistle blowing policy** enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All staff are aware of the NSPCC whistle blowing helpline <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

The Head will need to discuss with the Local Authority Designated Officer the nature of the allegations in order for the appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made. Head will:

- Refer to the LADO* immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the pupil to ensure they are away from the alleged abuser.
- Contact the parents or carers of the pupil if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in any strategy meeting.
- Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

*_Sima Hirani: Lead LADO 020 8770 4776 lado@sutton.gov.uk (secure email)

25. Training and Induction

All members of staff and volunteers will have access to regular safeguarding training and updates in line with LSCP advice and includes Prevent and on-line safety. (**last completed September 2020**). We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers. All staff are issued and will read Part 1 KCSIE. For those in Leadership roles working directly with children they will also be issued and read Annex A. In addition, all staff are trained to manage a report

of a children on child sexual violence and sexual harassment.

Our Designated Safeguarding Lead and Deputies will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. DSLs also attend regular informal updates via network meetings held by Sutton. This will support the DSL/Deputies to be able to better undertake their role, and support the school in ensuring our safeguarding arrangements are robust and achieve better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training.

At induction all staff will be given the following documents related to safeguarding:

- Safeguarding and Child Protection Policy including names and roles of DSLs
- Online safety information and E-safety policy
- KCSIE Part 1 (Annexe A to leaders working directly with children)
- Behaviour Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Use of Mobile Phones
- Missing Child Policy

The Governors will have access to safeguarding training and our DSLs will also undertake additional training at least every two years to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reviewed on a termly basis and our Safeguarding policy is reviewed annually (or as updates are released), in order to keep it updated and in line with local and national guidance/legislation.

We will include a copy of our Child Protection and Safeguarding Policy to parents in our school prospectus/website and will post copies of our policy throughout the school. We are also able to arrange for our policy to be made available to parents whose first language is not English on request.

In the EYFS, all staff are reminded during termly supervision meetings that phones are not to be used or visible when working with children. Phones are stored in the staff room and can be accessed during staff breaks. Staff sign an annual declaration stating that they understand and agree to follow the school mobile phone policy.

Weekly staff meetings are a platform for staff to discuss concerns and also for updates to be shared. Weekly meetings also take place in the EYFS to share concerns in addition to termly supervision meetings with individual staff members.

26. The Prevent Duty

Actions

- The Prevent lead is the DSL.
- Assess risk of pupils being radicalised and drawn into terrorism
- Know what to do to support those assessed as being at risk e.g. referral to the Channel programme or referring any concerns. DfE Prevent helpline 0207 3407264
- Working in partnership with other agencies
- Effective engagement with parents/the family should be considered as they are in a key position to spot signs of radicalisation. Assist and advise families who raise concerns and sign post them to support. Discuss any concerns the school has with parents unless this is thought to put the child at risk.
- Staff training to raise awareness of radicalisation
- IT policies and suitable filtering to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
- British values should be promoted in the curriculum and on the web site
- Publicise the Educate Against Hate website to staff and parents (via the school web site). <http://educateagainsthate.com/>

For further information, see KCSIE and Annex A

- It is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified
- This is part of our wider safeguarding duties, similar to protecting children from other harms

- Staff will build up pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views

27. Risk Assessment

- General risks vary from area to area and according to age, it is important that we understand the local context
- We need to be aware of the risk of online radicalisation
- We need to be aware of any changes in children's behaviour which may indicate involvement and help identify children at risk
- Staff must take action when they observe behaviour of concern
- Make a referral to the Channel programme which can support at an early stage where concerns are identified

28. IT Policies

- The School ensures suitable filtering
- It equips children to stay safe online and teaches them to risks of being online.
- Raise staff awareness of online risks through specific teaching and advice to parents and pupils.
- Pupils will agree and sign acceptable usage agreement for working on IT devices and working online.
- When working online remotely staff will follow advice and guidelines given by SLT.
- Any live sessions of remote teaching will only be undertaken on the school platform and all sessions will be recorded.
- Pupils and parents will be briefed as to expectations for online learning and any concerns will be raised following normal safeguarding protocols.
- Staff are advised even when working remotely to ensure that they maintain professional standards and do not privately message any pupil other than for the purposes of providing feedback on work.
- All messages sent to parents and pupils by staff must be done via parentmail or feedback on Google classroom.
- Pupils will not have access to Gmail accounts externally and chat functions on Google classroom will be disabled.
- Staff will continually monitor pupil usage of all IT devices and online platforms and report any misuse or concerns immediately.

(Please also refer to E-Safety Policy)

29. Welcoming other Professionals

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation.

Professionals will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge if required to do so.

For agency, third-party staff and contractors, the guidance in KCSIE will be followed.

30. Off Site Visits

Off site visits will be the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following the LSCP procedures. The member of staff in charge of the visit will report any safeguarding concerns to the DSL/Head, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

The child protection/safeguarding policy and procedures of an offsite provider e.g. swimming, will be checked and the DSL satisfied that they are appropriate, before using the facility.

31. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children, we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them
- Make a statement at events where parents are taking photographs of children that these are to be for personal use only and these are not to be shared on social media
- Ensure that images are current and removed after an agreed time once pupils have left the school.

32. Other relevant policies

- Health and Safety including medical, first aid, intimate care, site security, Lock Down etc.
- Behaviour policy, respect agenda, staff behaviour policy/code of conduct, anti-bullying policy, equalities duties, inclusion policy, physical restraint – reasonable force
- E-safety/internet safety policy and acceptable user policies for pupils, staff and parents.
- Whistle blowing
- Complaints procedure
- Schools letting policy

33. Protocols and safeguards for working remotely during COVID restrictions

Pupils and online safety away from School

- It is important that all staff who interact with pupils, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt in the normal way and where appropriate referrals should still be made to pupil's social care and as required, the police.
- Online teaching should follow the same principles as set out in the School code of conduct.
- Seaton House School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Considerations when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only – the exception to this are instrumental lessons and a parent must be present for the duration of the lesson
- Staff and pupils must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred where possible.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by the Headteacher and approved by our IT provider to communicate with pupils.
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting pupils not in school

- Seaton House School is committed to ensuring the safety and wellbeing of all its pupils.
- 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. Details of this plan must be reported to the DSL.
- Teachers at Seaton House School need to be aware of this in setting expectations of pupils' work where they are at home.

34. Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can also have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet.

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 DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

Emotional Abuse

Emotional Abuse is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.
- Withdrawn behaviour or fearfulness.
- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualized behaviour including words, play or drawings.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

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.

Initiation/hazing Violence and Rituals

All staff should be aware of potential initiation/hazing violence and rituals and recognise these as a form of peer on peer abuse. This is the practice of rituals, challenges and other activities involving harassment, abuse or humiliation uses as a way of initiating a person into a group.

35. Current Safeguarding Issues

The following Safeguarding issues are all considered to be Child Protection issues and should be referred immediately to the most relevant agency.

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Seaton House does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

Forced Marriage

Seaton House does not support the idea of forcing someone to marry without their consent.

Under-age Marriage

In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

Genital mutilation/female circumcision

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of Seaton House staff we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

In line with legislation (April 2016) staff are aware of the requirement to report any disclosure by a child under 18 years old that they have suffered FGM, to the police.

Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be

considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

Honour Based Violence

Honour based violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based violence, Seaton House will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

36. Other relevant Child protection issues are:

Children Missing Education

The school will keep its admission register accurate and up to date. The school attendance policy is regularly updated and understood by all staff. Any children missing education will be reported as required by the statutory guidance 'Children Missing Education' September 2016.

A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation or risk of radicalisation. After reasonable attempts have been made by the school to contact the family, the school will follow the LSCP procedure and refer to the Local Authority education welfare/attendance service.

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Seaton House we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education because of suspected abuse, we will liaise with the appropriate agency including the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place. If a child is excluded we will endeavour to continue to ensure their safety.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud. Where Seaton House is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

Domestic Abuse

The Government defines domestic abuse as ***“Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality”***. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Staff need to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children and Young People's Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. At Seaton House we will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent.
- A person who is not a parent but has parental responsibility.
- A close relative.
- A Local Authority.
- for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Seaton House to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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 to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or 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 may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child Sexual Exploitation and E-Safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people, Seaton House will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Our E-safety policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

Where children are being asked to learn online at home School will ensure all protocols are followed and will support parents and pupils to ensure that they access agreed content and aware of the dangers and risks posed by working online.

County Lines

County lines is the term used to describe urban gangs supplying drugs to other parts of the UK using dedicated mobile phone lines. The gangs are likely to exploit children and vulnerable adults in order to move and store drugs and money. To do this they will often use coercion, intimidation, violence and weapons.

Although it is unlikely due to the age group at Seaton House that children will become involved in this practice it is imperative that staff are alert to the signs and report any concerns about a child to the DSL and where appropriate the police.

Upskirting

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm;.

Anyone, and any gender, can be a victim and this behaviour is completely unacceptable. The new law has now made this behaviour illegal.

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policies and procedures as appropriate and in line with the Local Safeguarding Children Partnership.

Updated documents that all staff should refer to:

Keeping Children Safe in Education – Updated September 2020

What to do if you are worried a child is being abused – Updated July 2015

Working together to Safeguard children July 2018

37. School Safeguarding Responsibilities Summary

The school will:

- Abide by the Keeping Children Safe in Education (KCSIE) guidance

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2018*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. (KCSIE Part one).

- Give all staff a copy of Part 1 of KCSIE and ensure that it is read and understood and knowledge of and access to all of KCSIE especially Part 4 Allegations of abuse made against teachers and other staff.
- Have a child protection/Safeguarding policy with procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCP
- Appoint a Designated Safeguarding Lead who is a member of the Leadership Team and Deputies to provide adequate cover.
- Have safeguarding as a standing agenda item at staff meetings, leadership and governor meetings and minutes recorded.
- Ensure that the DSL (usually) leads on the Prevent agenda.
- Have a named member of staff to support children who are Looked After Children (Designated teacher) who will work closely with the DSL where this post is held separately
- Require teachers, staff and volunteers to read and implement the appropriate LSCP procedures, school policy and good practice guidelines
- Ensure that teachers, staff, peripatetic staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance
- Undertake relevant safer recruitment and allegations management training
- Ensure any external contractors using or on school premises are signed up to Safeguarding Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. after school clubs
- Ensure staff and volunteers comply with Safer Working practice for adults who work with children and young people in Education Settings

- Ensure that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children
- Ensure management of allegations procedures are implemented
- Ensure staff work to the agreed behaviour code of conduct and safer working procedures
- Recognise that children with SEND may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected
- Have and use an Anti-Bullying Policy responding to any complaint of bullying or prejudice within the school. Have a member of staff as an Anti-Bullying Champion.
- Have an e-safety policy and a member of staff as an E-Safety Champion.
- Have a whistle blowing policy where it is safe to discuss concerns
- Be aware of the needs of vulnerable groups, identify and action for all identified
- Make policies available to parents and pupils via the school website
- Provide education to children about safeguarding issues
- Ensure the children's wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally
- Undertake an annual audit of safeguarding
- Undertake a safeguarding report for governors at least annually and review the safeguarding policy annually.
- Ensure that the school holds at least two emergency contact numbers for each child on roll.

The school has a responsibility to work with other agencies on all safeguarding issues which may include:

- child sexual exploitation (CSE)
- bullying including cyberbullying and prejudice based bullying
- domestic abuse
- drugs and alcohol misuse
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation/extremism
- Sexting/grooming and other E safety issues
- teenage relationship abuse
- trafficking
- county Lines

For more information, see the links to Government guidance in **Keeping Children Safe in Education 2020**

38. Links to relevant law and guidance

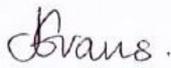
- Working Together to Safeguarding Children 2018_ <http://www.workingtogetheronline.co.uk/chapters/contents.html>
- Keeping children safe in education 2020 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Sexual Violence and Sexual Harassment between children (May 2018)_ <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- *Section 175 Education Act 2002 (local authorities) and Section 157 and the Education (Independent Schools Standards (England) Regulations 2003 for Independent schools (including academies and city technology colleges)* <http://www.legislation.gov.uk/ukpga/2002/32/section/175>

- Inspecting safeguarding in early years, education and skills settings_ <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>
- *Guidance for Safer Working Practice for Adults who work with children and young people* <http://www.childrenengland.org.uk/upload/Guidance%20.pdf>
- Sutton Local Safeguarding Children Partnership (LSCP) www.suttonlscp.org.uk
- What to do if you're worried a child is being abused – March 2015_ <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Department for Education – e-safety guidelines_ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advice_on_child_internet_safety.pdf
- Safeguarding: Disclosure and Barring – changes from September 2012_ <https://www.gov.uk/government/organisations/disclosure-and-barring-service>
- The Information Commissioner's Office – Data Protection Act in Schools and Education http://ico.org.uk/for_organisations/sector_guides/education
- Family Information Service – Borough of Sutton https://www.sutton.gov.uk/info/200242/families_and_childcare/1388/fis_online_directory
- LSCP Multi-Agency Threshold Guidance (October 2018) <https://www.suttonlscp.org.uk/lscp-policy-practice.php>

Signed



Head.....

Chair of Governors..... 

The Head and the Governors, with the Deputy Designated Safeguarding Leads, will monitor the safeguarding practice of the school to ensure that this policy is understood and being operated effectively in practice.