PRO PATRIA POPULOQUE

Blundell's

SAFEGUARDING POLICY

2016/7

Author:	Second Master
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Next Review Due:	August 2017

Blundell's Safeguarding Policy

Blundell's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Designated Safeguarding Lead (DSL) for Child Protection

Mr Bart Wielenga – Second Master
Phone: 01884 232304
Mobile: 07891 431076
E-mail: bwi@blundells.org

The Deputy Designated Safeguarding Lead (DDSL) for Child Protection

Mrs Nicky Klinkenberg – Assistant Housemistress (Westlake)
Phone: 01884 232375
Mobile: 07713 880514
E-mail: njk@blundells.org

The Deputy Designated Safeguarding Lead (DDSL) for Child Protection for Non-Academic Staff

Mrs Becci Lamacraft – Assistant Bursar
Phone: 01884 232321
E-mail: r.lamacraft@blundells.org

Nominated Governor for Child Protection
Mrs Vivienne Heeley
Phone: 01884 252543
E-mail: info@blundells.org

The DSL and the Governor for Child Protection are also responsible for the implementation of the 'Prevent Duty.'

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1 Introduction

1.1 This policy is written in accordance with Devon County Council inter-agency procedures. It has been developed in accordance with the principles established by the following:

- Children Acts 1989 and 2004;
- Education Act 2002, and in line with government publications:
- "Working Together to Safeguard Children" 2015,
- "Framework for the Assessment of Children in Need and their Families" 2000,
- "What to do if you are worried a Child is Being Abused" 2015. It also references:
- Disqualification under the Childcare Act 2006 (Feb 2015)
- Prevent Duty Guidance for England and Wales (March 2015)
- The Prevent Duty. Departmental Advice for Schools and Childminders
- The use of social media for online radicalisation (July 2015)

The guidance reflects "Keeping Children Safe in Education" September, 2016 (KCSIE).

1.2 This policy is applicable to the whole school community.

1.3 The Governing body takes seriously its responsibility under section 157 and 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. Blundell's works closely with the Devon Multi-Agency Safeguarding Hub (MASH) to ensure that the welfare and safety of pupils at the School is given appropriate priority.

1.4 We recognise that all adults, including temporary staff *, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

**Wherever the word "staff" is used, it covers ALL staff, including ancillary, supply and self-employed staff, contractors, volunteers working with children etc.*

1.5 All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

1.6 All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. This includes a duty both to children in need and to children at risk of harm. All staff should read at least Part 1 of KCSIE, whenever a new version is published. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

1.7 The aims of this policy are:

1.7.1 To support the child's development in ways that will foster security, confidence and independence.
1.7.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties, believing they will be effectively listened to.
1.7.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
1.7.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
1.7.5 To emphasise the need for good levels of communication between all members of staff.
1.7.6 To develop a structured procedure within the school, this will be followed by all members of the school community in cases of suspected abuse.
1.7.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
1.7.8 To provide good lines of communication with trusted adults, supported friends and an ethos of protection.
1.7.9 To recognise and protect our children who may be vulnerable to radicalisation or exposed to extremist views..

2 SAFE SCHOOL, SAFE STAFF

2.1 We will ensure that:

2.1.1 All members of the governing body understand and fulfil their responsibilities. There is a designated Governor responsible for overseeing safeguarding. The governing body annually review the school's policies and procedures and the efficiency with which the related duties have been discharged.
2.1.2 The Chairman of Governors will sign off this policy on an annual basis.
2.1.3 We have a Designated Safeguarding Lead (DSL) and two deputies (DDSL), all of whom have undertaken the DSCB Two Day Group 3 Multi-Agency Safeguarding Children Training and who undertake to update their training at least every 2 years.

2.1.4 The Head and all other staff and governors, have child protection awareness training, to be arranged by the DSL every 3 years, to maintain their understanding of safeguarding issues, including the signs and indicators of abuse.

2.1.5 All members of staff, volunteers, and governors are provided with child protection awareness training at induction. They know how to respond to a pupil who discloses abuse and who to discuss a concern with.

2.1.6 Senior pupils in positions of responsibility also receive child protection awareness training on the appropriate action to take should they receive any allegations of abuse.

2.1.7 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the schools' Safeguarding Policy, and reference to it in our Parents' Handbook.

2.1.8 We will seek to ensure that in line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' (KCSIE 2016), all staff working within our school have been checked as to their suitability to work with children by adhering to statutory responsibilities to undertake checks on all staff, including verification of their identity, qualifications, a satisfactory Enhanced DBS check and Barred List check (where appropriate), as well as taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised. Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Those undertaking management posts will be subject to prohibition from management of independent schools checks.

2.1.9 A single central record is kept for audit. We operate safe recruitment procedures in compliance with Independent School Standards Regulations and this is reflected in the School's Recruitment Policy.

2.1.10 We will seek assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site.

2.1.11 We will ensure that all child protection concerns or allegations against adults working in school are referred to the LADO (Local Authority Designated Officer) for advice.

2.2 Our procedures will be annually reviewed and up-dated. Any deficiencies or weaknesses in the procedures will be remedied without delay.

2.3 The name of the Designated Safeguarding Lead and their deputy will be clearly publicised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

2.4 All new members of staff will be given a copy of our Safeguarding and Child Protection awareness training pack which includes the Safeguarding Policy, the Code of Conduct, the Whistleblowing Policy and Part 1 of the latest version of Keeping Children Safe in Education. It also has the DSL's and DDSL's names clearly displayed, as part of their induction into the school.

2.5 This policy is available publicly on the school's website. It is also made available to parents in the Parents' Handbook and to staff in the Staff Handbook.

3 RESPONSIBILITIES

3.1 According to statutory guidance (KCSIE, July 2015) the Governors have appointed the Second Master as DSL to take responsibility for child protection. The Second Master has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. Nicky Klinkenberg (Assistant Housemistress) and Becci Lamacraft (Assistant Bursar) are the DSL's deputies. Both the DSL and DDSL have a job description for their safeguarding roles and key activities.

3.2 The DSL is responsible for:

3.2.1 Managing referrals

(a) Referring a child if there are concerns about possible abuse, to the MASH and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call within 24 hours of a disclosure or suspicion of abuse.
(b) Liaising with other agencies as may be required. For example,
    - Police (cases where a crime may have been committed or in the case of serious harm)
    - Disclosure and Barring Service (cases where a person is dismissed of has left due to risk/harm to a child)
(c) Keep the Head and Governors informed of any ongoing enquiries
(d) Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
(e) Ensuring that either they or the Houseparent or Tutor attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
(f) The DSL will liaise with the local authority when necessary and work with other agencies in line with Working Together to Safeguard Children 2015 and attendance at strategy meetings. The DSL will work with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience to support pupils at risk of harm including emotional and intellectual harm via social media and use of the internet.

3.2.2 Training

The DSL and DDSLs are fully trained for the demands of this role in child protection and inter-agency working and should regularly attend courses with child support agencies to ensure that they remain conversant with best practice, and receive appropriate refresher training carried out every two years. This training meets the requirements of the DfE's 'Keeping Children Safe in Education' (KCSIE). The DSL should:

(a) Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff. The DSL is responsible for organising and delivering child protection induction, and update training every 3 years, for all school staff.
(b) Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
(c) Be able to keep detailed, accurate, secure written records of concerns and referrals.
    - Keeping written records of concerns about a child even if there is no need to make an immediate referral.
    - Ensuring that all such records are kept confidentially and securely, separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
    - Ensuring that an indication of further record-keeping is marked on the pupil records.
(d) Obtain access to resources and attend any relevant or refresher training courses.
(e) Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.

3.2.3 Raising Awareness

The DSL should ensure the School's policies are known and used appropriately.

(a) Ensure the School's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governors regarding this.
(b) Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

(c) Link with the Devon Safeguarding Children Board (Devon County Council through Babcock's) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
(d) Where children leave the School, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
(e) Providing, with the Head and the Safeguarding Governor, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children with child protection plans (anonymised).

3.3 The DDSL is appropriately trained and, in the absence of the DSL, carries out those functions necessary to ensure the on-going safety and protection of pupils. In the event of the long term absence of the DSL, the DDSL will assume all of the functions above.

3.4 **The Governors must ensure that:**

3.4.1 The School has an appointed a DSL with the necessary status, authority and time to fulfil the role effectively and that the Job Description of the DSL meets the requirements as set out in Keeping Children Safe in Education (September 2016).
3.4.2 The School has a Safeguarding Policy and procedures that meet statutory requirements and which are reviewed annually. This policy is made available to parents on the school's website. As part of their annual review, the Governing body will monitor the procedures for and the efficiency with which the safeguarding duties have been discharged, ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay and will approve amendments to safeguarding arrangements in the light of changing Regulations or recommended best practice.
3.4.3 All staff are given a copy of Part 1 of Keeping Children Safe in Education (September 2016) and are asked to sign to confirm they have read and understood it. Further copies are provided to staff as and when it is updated.
3.4.4 Upon receiving the annual report on safeguarding, the minutes of the review are sufficiently detailed in order to demonstrate the breadth and depth of the review.
3.4.5 The School has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head.
3.4.6 The School implements the Recruitment Policy which includes statutory checks on staff suitability to work with children.
3.4.7 The Safeguarding Policy is known and implemented in practice. The Governor responsible for Safeguarding will visit the school on a termly basis and will enquire of staff how they understand the policy and how and to who they would pass on their safeguarding concerns.
3.4.8 The DSL, or another designated member of staff, has the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority. This would include ensuring that a designated member of staff has responsibility for their welfare and progress and has up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents.

3.5 **The Head must ensure that:**

3.5.1 The Safeguarding Policy and procedures are implemented and followed by all staff.
3.5.2 Sufficient time is allocated to the DSL and the DDSLs to carry out their roles effectively.
3.5.3 All staff are able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the School's Whistleblowing Policy.
3.5.4 Pupils' safety (including e-safety) and welfare is addressed through the curriculum.

4 SUPPORTING CHILDREN

4.1 The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our Behaviour Management Policy and in enforcing our Anti-Bullying Policy.

4.2 Time is allocated in PSHEE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding.

4.3 All pupils know that there are adults to whom they can turn to if they are worried, including the school counsellor, the chaplain and the medical staff. If the school has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions.

4.4 Our prefect system is regularly supervised by boarding staff. They have been trained to ensure that they are suitable for their duties and do not abuse their roles, which are specified clearly in writing. In particular, prefects are given induction on appointment which includes how to contribute to the school's anti-bullying practice, how to respond to allegations of serious bullying or abuse and how to act if they hear allegations of abuse.

4.5 A Child in Need refers to a pupil whose circumstances may require them to have extra support in order for them to live a life which does not compromise their ability to fulfil their potential. The School will refer to external agencies such as CAMHS (Child and Adolescent Mental Health Service) or Devon County Council's Children's Social Services for advice and support.

4.6 A Child at Risk is a pupil who is in immediate risk of abuse and such cases will be referred to the MASH as a matter of urgency.

4.7 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

4.8 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

4.9 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

4.10 Blundell's will support all pupils by:

4.10.1 Providing access to a telephone helpline enabling them to call for support in private.

4.10.2 Providing every child with a homework diary which contains guidance on where to turn for advice, including confidential help lines and web addresses for external specialists such as ChildLine, Kidscape, Get Connected and the Samaritans.

4.10.3 Displaying advice in the Medical Centre and Boarding Houses on where pupils can seek help.

4.10.4 Providing leadership training to our Monitors and senior pupils which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable pupils.

4.10.5 Providing regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the school's guidelines in this area. This includes guidance on educating pupils to stay safe including e-safety and online protection. For more details on cyber-bullying please refer to the school's anti-bullying policy.

4.10.6 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

4.10.7 Promoting a caring, safe and positive environment within the school.

4.10.8 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

4.10.9 Notifying Social Care as soon as there is a significant concern.

4.10.10 Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the pupil's new school or FE College and ensuring the school medical records are forwarded as a matter of priority.

5 Confidentiality

5.1 We recognise that all matters relating to safeguarding are confidential.

5.2 The Head or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

5.3 *Guidance about sharing information, can be found in the booklet "What to do if you are Worried a Child is being Abused" (March 2015)* www.gov.uk

5.4 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

5.5 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

5.6 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the MASH on this point.

6 Supporting Staff

6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

7 Staff Training

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

7.2 Safeguarding is the responsibility of all members of staff and all staff should know what to do to raise a concern.

7.3 New staff (including temporary staff), volunteers and governors will receive training during their induction. Induction training will include:

7.3.1 Familiarisation with this policy (Safeguarding Policy)
7.3.2 Staff Code of Conduct
7.3.3 Whistleblowing Policy
7.3.4 The identity of the DSL and DDSL's
7.3.5 Updates to Part I of the Keeping Children Safe in Education guidelines.

7.4 All staff, including the Head, will receive Group 2 training which will be updated every three years and in accordance with the Local Safeguarding Children's Board. The DSL and the DDSL's will have Group 3 training to be updated every 2 years.

7.5 Staff training will also include alerting staff to the risks of radicalisation as set out in the Prevent Duty. Training in the Prevent Duty will include knowing how to identify children and young people at risk.

8 CHILD PROTECTION PROCEDURES

8.1 Recognising Abuse

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

8.1.1 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.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - bruises or cuts;
  - burns or scalds; or
  - bite marks.

8.1.2 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 in so far 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.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

8.1.3 Sexual Abuse

This 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.

Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;

- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

8.1.4 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.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care4; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

8.2 Signs and Symptoms of Abuse

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Signs and symptoms are listed under 8.1.

8.3 Procedures for staff about reporting a concern

The school treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the school's care. Staff members are alerted to the particular potential vulnerabilities of looked after children.

All staff should be alert to signs and symptoms of possible abuse. Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in school is required to report instances of actual or suspected child abuse or neglect to the DSL. This includes alleged abuse by one or more pupils against another pupil. In Boarding schools staff need to be aware that children can be particularly vulnerable and that schools should be alert to pupil relationships and the potential for peer abuse.
If a member of staff observes something that gives cause for them to consider whether a pupil is being abused they should:

8.3.1 Record the incident in detail including the names of the pupil concerned as well as any pupils involved. They should also record accurately the date, time and place of the incident.

8.3.2 Immediately pass the information on to the DSL or to the Head or the DDSL in the absence of the DSL.

8.3.3 Reference will be made to an external agency if there is risk of significant harm.

8.4 Procedures for staff about dealing with a disclosure

Occasionally a pupil may make a disclosure to a member of staff. When a pupil makes a disclosure the following needs to be borne in mind:

8.4.1 The member of staff may not promise confidentiality. If the matter places the pupil or another pupil in potential harm, then the information must be passed on to the DSL. This must be made clear to the pupil.

8.4.2 The member of staff should record the disclosure as accurately as possible using the pupil's language and words. The member of staff should not attach their own meaning to the disclosure or attempt to interpret implications of the disclosure.

8.4.3 The member of staff should not prompt or ask leading questions. The member of staff should not allow their own emotions compromise their ability to listen and offer support.

8.4.4 The member of staff should explain to the pupil what they will do next and encourage them to speak directly to the DSL (offer to accompany the pupil to see the DSL). Give the pupil a time frame regarding what will happen next.

8.4.5 The member of staff should not discuss the matter with anyone else. Report directly and immediately to the DSL to enable them to notify appropriate agencies within 24 hours.

8.4.6 If staff members are unsure they should always speak to the DSL.

8.4.7 The member of staff should not investigate the matter.

8.4.8 In exceptional circumstances such as in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

8.5 Concluding notes

Before proceeding any further, the DSL always has the option of having an informal discussion with the LADO without naming the individual concerned. These discussions can be helpful in determining when borderline cases need to be pursued further.

In borderline cases the LADO can advise whether the School may pursue its own investigation or whether the investigation is to be conducted by the LADO.

The DSL will report safeguarding concerns to the Head. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to Devon Children's Social Care will be made immediately. For children in need of additional support from one or more agencies, the school will contact other relevant external agencies. Blundell's points of contact are set out at the end of this Policy.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**

9 Allegations or Disclosures of Abuse

9.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

9.2 All Staff should be aware of the school's Behaviour Management Policies.

9.3 All Staff should be aware of the School's Code of Conduct.

9.4 Guidance about conduct and safe practice will be given at induction

The IRSC nationally agreed document "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" is available at www.saferrecruitmentconsortium.org

9.5 We understand that a pupil may make an allegation against a member of staff, a volunteer, a governor, a pupil, parent or other person connected to the School. Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in part four of KCSIE.

9.6 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the DSL, the Head, or the Chair of Governors in the absence of the Head.

9.7 The Head or the DSL on all such occasions will discuss the content of the allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering with the Duty LADO within the working day and will inform Ofsted if appropriate. In the case of the allegation being made out of hours, the Head will contact the MASH's Emergency Duty Team.

9.8 In relation to our EYFS setting, the school will inform Ofsted as soon as is reasonably practicable, in any event within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations

9.9 If the allegation made to a member of staff concerns the Head or a Governor, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 9.7 above, without notifying the Head first.

9.10 The school will follow Part 4 of Keeping Children Safe in Education 2015 and the Devon County Council procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of an Allegations/Senior Strategy Meeting.

The term Allegations or Senior Strategy Meeting covers any urgent formal strategy discussion which may take place by telephone between the police, social care, and education managers, requiring action prior to the first meeting

9.11 If the allegation concerns a member of staff, a volunteer or another pupil he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The school will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.

9.12 In the case of staff, the matter will be dealt with in accordance with the Disciplinary Procedure.

9.13 Suspension of the member of staff against whom an allegation has been made, needs careful consideration, and the Head will seek the advice of the LADO in making this decision.

9.14 In the event of an allegation against the Head, the decision to suspend will be made by the Chair of Governors with advice from the LADO as above.

9.15 The reasons and justification for suspension will be recorded and the staff member informed of them.

9.16 Members of staff who are suspended pending an investigation of a child protection nature and who are housed in school will be required to remain off-site for the duration of their suspension.

9.17 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

9.18 During the course of the investigation, the school in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 and in Keeping Children Safe in Education relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

9.19 In the case of pupil-on-pupil abuse which the school has reported to the LADO and which the LADO or statutory child protection authority decides to investigate further, the matter will be dealt with under the School Behaviour Management Policy after discussion with the LADO.

9.20 The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.

10 EXTERNAL REPORTING

10.1 We follow Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. Separate to involvement of the LADO, schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) at the school, or would have been removed had they not left.

10.2 Blundell's School will make such a referral as soon as possible after the resignation or dismissal of any individual (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

10.3 Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the school will consider making a referral to the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The school will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

10.4 Where the school ceases to use the services of a teacher because of serious misconduct, or would have dismissed them had they not resigned, it will consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

10.5 Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

11 Parents

11.1 In general, we believe that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the Head who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO or Social Services.

12 Whistle-blowing

12.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

12.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO.

12.3 The School will aim to provide immunity from retribution and no disciplinary action will be taken against staff for 'whistleblowing' in the public interest.

13 Physical Intervention

13.1 Our policy on physical intervention by staff is set out separately, and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

13.2 Such events should be recorded and signed by a witness.

13.3 Staff who are likely to need to use physical intervention will be appropriately trained.

13.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

13.5 We recognise that touch is appropriate in the context of working with children and all staff have been given "Safe Practice" guidance to ensure they are clear about their professional boundary

14 Bullying

14.1 Our policy on bullying is set out in a separate document called The Anti-Bullying Policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes cyber, racist, homophobic and gender related bullying.

14.2 A bullying incident may be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

15 Racist Incidents

15.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

16 Health & Safety

16.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school when undertaking school trips and visits.

17 Prevent

17.1 **Radicalisation and Extremism**

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

Staff acknowledge the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found below.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014)

17.1.1 **Radicalisation** is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

17.1.2 **Extremism** is defined as the holding of extreme political or religious views.

17.1.3 Blundell's has a **zero tolerance** approach to extremist behaviour for all school community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

17.1.4 Blundell's is fully committed to safeguarding and promoting the welfare of all its children. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including **democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.**

17.2 **IT Policies**

Schools have an important role to play in equipping children and young people to stay safe online both in school and outside. Internet safety is integral to the school's ICT curriculum and is embedded in PSHEE. The school ensures that when accessing the internet, terrorist and extremist material is filtered out to keep children safe.

17.3 **Female Genital Mutilation (FGM)**

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

Any teacher who discovers that FGM appears to have been carried out on a girl under the age of 18 (either through disclosure by the victim or visual evidence) is under a statutory duty to report it to the police.
If staff have concerns that FGM has taken place, as well as reporting this to the police, they should also activate local safeguarding procedures using existing and national and local protocols. Unless the teacher has a good reason not to, they should still consider and discuss any case of FGM with the DSL and involve children's social care as appropriate.

17.4 **Visiting Speakers**

On occasions, visiting speakers will come into the School to address pupils. Blundell's welcomes different insights and perspectives from visitors to the School. Visiting speakers will however be briefed with regards to our expectations of what is suitable. Speakers will be reminded not to encourage any form of extremism or radicalisation. Speakers will be reminded that pupils are impressionable and that the speakers need to be respectful of the School's support of British values. Where appropriate, the School will request that visiting speakers provide copies of materials they will use to the School in advance of the visit.

17.5 **What to do if you have a concern**

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk . Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

18 Children Missing from Education

The school will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. For further details, please see the Missing Child Policy which include procedures as to what to do when a child is not collected on time.

19 Monitoring and Evaluation

The school monitors and evaluates its safeguarding policy and procedures through the following activities:

19.1 Pupil surveys and questionnaires

19.2 PSHEE discussions

19.3 Governing Body monitoring

19.4 Child Protection Log Book

19.5 Frequent scrutiny of attendance data

19.6 Regular analysis of a range of risk assessments

19.7 Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school

19.8 Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior leadership team and the governing body

19.9 Regular review of parental concerns and parental questionnaires

19.10 Regular review of the use of pupil-specific leisure rooms and clubs at lunchtime and after school

20 Important Contact Details

In the first instance concerns should be raised with the School's DSL. Only in exceptional circumstances, such as an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

Blundell's work together with the Devon **Multi-Agency Safeguarding Hub (MASH).** To make an enquiry with the MASH or to ask for advice, the telephone number to use is 0345 155 1071. Alternatively you can contact MASH staff on the e-mail address: mashsecure@devon.gcsx.gov.uk

In case of needing to raise a concern outside of normal office hours the Emergency Duty Team can be contacted on 0845 6000 388.

For non-emergencies the Police can be contacted on 101. In emergencies the Police can be contacted on 999.

The Devon LADO (Local Authority Designated Officer) can also be contacted to report concerns or to ask for advice. The telephone number to use when contacting the LADO is 01392 384964.

OFSTED Safeguarding Children:
08456 404046 (Monday to Friday from 8am to 6pm)
Whistleblowing@ofsted.gov.uk

The school's points of contact for children who are in need of help are as follows:
[School's local authority Early Help/Advice team email and tel no]

Extremism:
Department for Education dedicated helpline for staff and governors: 020 7340 7264 and
counter-extremism@education.gsi.gov.uk

Other useful contacts

Disclosure and Barring Service
PO Box 181, Darlington, DL1 9FA
Tel: 01325 953795

National College for Teaching and Leadership
Tel: 0345 609 0009

21 Links to Other Related Policies

Anti-Bullying
Safer Working Practice / Code of Conduct
Whistleblowing
Health and Safety
Policy on Physical Restraint
Missing Child
ICT Policy
Recruitment Policy
Health and Safety Policy
Rewards and Sanctions
Behaviour Management
Complaints

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