

# Safeguarding Policy

## 1. Child Protection Policy Statement

- 1.1. Old Swinford Hospital recognises its legal duty under s175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people <sup>1</sup>and protecting them from “significant harm”<sup>2</sup>. These duties are defined by:
  - Working Together to Safeguard Children (March 2015)
  - Keeping Children Safe in Education (September 2016)<sup>3</sup>
  - What to do if you are worried a child is being abused – advice for practitioners (March 2015)
  - Dudley Safeguarding Children Board (DSCB) - Safeguarding Children Procedures  
<http://safeguarding.dudley.gov.uk>
- 1.2. The School is aware of its responsibilities under the Counter-Terrorism and Security Act 2015. Preventing students from being influenced or affected by extremism and radicalisation is integral to the whole school approach to safeguarding and promoting the welfare of children and young people.
- 1.3. The School has adopted the Boarding Schools’ Association Commitment to Care Charter, which is attached as Appendix C to this Policy.
- 1.4. The School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. This includes a duty to both children in need and children at risk of harm. The Aims of the School quite clearly state that children and young people come first and this child centred approach follows through into all aspects of the School including safeguarding so at all times we must consider what is in the best interest of the child. Because of our day-to-day contact with children and young people, staff are particularly well placed to observe outward signs of abuse, changes in children’s behaviour or their failure to develop. We need therefore to:
  - Be alert to the possibility of abuse occurring;
  - Be aware of the procedures to be followed if the School have suspicions, and
  - Have the confidence to follow those procedures.
- 1.5. Safeguarding and promoting the welfare of children is everyone’s responsibility and therefore in this school community this Policy applies to all staff, governors, volunteers and others working in the School<sup>4</sup>.

## 2. Policy Aims

- 2.1. The aim of this policy is to provide information for all staff to carry out this duty of care responsibly.

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<sup>1</sup> Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (March 2015) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

<sup>2</sup> Harm is defined in the Children Act 1989, as amended by the Adoption and Children Act 2002 as the ill-treatment or the impairment of health or development, including for example impairment suffered from seeing or hearing the ill-treatment of another. In this context Development means physical, intellectual, social or behavioural development; Health means physical or mental health and ill-treatment includes sexual abuse and forms of ill-treatment that are not physical.

<sup>3</sup> KCSIE (2016)

<sup>4</sup> Throughout this policy ‘staff’ refers to all staff (including teaching staff, boarding staff, and all support staff), governors and volunteers and includes temporary and supply staff.

- 2.2. The six main elements of the policy are:
- 2.2.1. Ensuring we practice safe recruitment through checking the suitability of staff and volunteers to work with children.
  - 2.2.2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
  - 2.2.3. Implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
  - 2.2.4. Supporting students who have been abused, in accordance with their child protection plan.
  - 2.2.5. Establishing a safe environment in which children can learn and develop.
  - 2.2.6. Ensuring there are links with other safeguarding policies and procedures including, but not limited to, anti-bullying, behaviour policy, attendance, physical intervention, medical conditions, first aid, intimate care, educational visits, sexual exploitation, sexting, drugs, forced marriage, mental health, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, honour based violence, radicalisation and extremism.
- 2.3. We recognise that because of the day-to-day contact with children, our staff are well placed to observe the outward signs of abuse. The School will therefore:
- 2.3.1. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
  - 2.3.2. Ensure children know that there are adults in the School whom they can approach if they are worried.
  - 2.3.3. Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from harm.
- 2.4. As a boarding school there are additional factors to consider with respect to safeguarding set out in the National Minimum Boarding Standards; for example, the need to be alert to inappropriate relationships, initiation type behaviours or peer on peer abuse. All staff involved in boarding need to be aware of, and be vigilant for, this extended range of possible safeguarding matters.

### 3. Implementation

- 3.1. The School will ensure that all staff follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department of Education (DfE) to ensure:

- 3.1.1. There is a Designated Safeguarding Lead (DSL) for child protection who has received appropriate training and support for this role.

**The DSL for the School is Dale Wilkins, Deputy Headmaster.**

**In his absence the Deputy Designated Safeguarding Lead (Clive Kay), the Headmaster (Paul Kilbride) and, the Second Deputy (Jane Epton), are trained to undertake the role.**

Direct contact details:

Dale Wilkins	<a href="mailto:dewilkins@oshsch.com">dewilkins@oshsch.com</a>	01384 817312 07900 161569
Clive Kay	<a href="mailto:ckay@oshcsh.com">ckay@oshcsh.com</a>	01384 817342
Paul Kilbride	<a href="mailto:headmaster@oshsch.com">headmaster@oshsch.com</a>	01384 817331
Jane Epton	<a href="mailto:jlepton@oscsch.com">jlepton@oscsch.com</a>	01384 817311

- 3.1.2. There is a nominated governor responsible for child protection.

**The Designated Governor for Child Protection for the School is Philip Foley.**

- 3.1.3. Every member of staff, of the governing body and all volunteers know the name of the DSL responsible for child protection and their role.
- 3.1.4. All staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL responsible for child protection.
- 3.1.5. Staff are aware of the signs of neglect and abuse<sup>5</sup>, which may indeed overlap, so that they are able to identify cases of children who may be in need of help or protection and that they are aware of what to do if there are concerns around a child. Appendix A to this policy refers to what to do if you are concerned. The multi-agency referral form (MARF) that must be completed when making a referral can be accessed from the DSCB website.
- 3.1.6. All staff are familiar with the 'Prevent' initiative, which is part of the Government's counter-terrorism strategy, and have regard to preventing people being drawn into terrorism. Appendix B to this Policy refers to this in further detail.
- 3.1.7. Parents/carers have an understanding of the responsibility placed on the School and staff for child protection. Parents/carers should be made aware of the policy and procedures and that this policy is available on request and on the School's website.
- 3.1.8. Effective links are developed with relevant agencies and there is co-operation regarding child protection matters including attendance at child protection meetings.
- 3.1.9. Links with other agencies that support the child such as Child and Adult Mental Health Service, Education Investigation and Education Psychology Service are developed.
- 3.1.10. All concerns, discussion and decisions made and the reasons for these decisions are recorded in writing. Written records of concerns about children are kept even where there is no need to refer the matter immediately and all records are kept securely, separate from the main student file, and in locked locations.
- 3.2. Appropriate and thorough training programmes are in place for all staff and it is routinely and regularly updated. These programmes will include training in online safety and the safe use of technology and in safeguarding children from being drawn into terrorism, extremism and the wider use of violence.
- 3.3. The School is committed to working in support of safeguarding **all children** but they are particularly vigilant in certain cases and work with:
  - 3.3.1. Virtual School Heads and supporting the progress of **looked after children** in the School and meeting the needs identified in the student's personal education plan. The School's Designated Teacher for looked after children is Clive Kay (Deputy DSL).
  - 3.3.2. Other support and charitable foundations in supporting the progress of **disadvantaged students** in the School and meeting the needs of those students.
  - 3.3.3. Students with **special educational needs and disabilities** (SEND) who often face additional safeguarding challenges which can include, but not limited to:
    - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
    - Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwards showing any signs.
    - Communication barriers and difficulties in overcoming these barriers.

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<sup>5</sup> For more information on these categories see Appendix D

## **4. Role and Responsibilities of the Designated Safeguarding Lead (DSL)**

- 4.1. The DSL has the ultimate lead responsibility, management oversight and accountability for child protection.
- 4.2. When the School has concerns about a child the DSL will decide what steps should be taken and should advise the Headmaster.
- 4.3. The DSL will ensure that:
  - 4.3.1. Staff are fully aware of the scope and definition of abuse and neglect<sup>6</sup> and of the range of issues falling into the safeguarding net including the specific issues listed in KCSIE (2016) and the procedures and responses to deal with incidences of children who go missing from education.
  - 4.3.2. There is an appropriate and suitable training programme in place for all staff, governors and volunteers, which includes refresh and update activities, and that its implementation is monitored.
  - 4.3.3. There is a clear understanding of what to do if there are concerns about a child and what to do if a child is in immediate danger or at risk of harm.
  - 4.3.4. All staff are aware of the early help process, the importance of providing support as soon as a problem emerges in a child's life and understand their role in it.
  - 4.3.5. Staff know to follow DSCB Children Procedures if there are any concerns around peer on peer abuse.
  - 4.3.6. All staff are aware of the process for making referrals and for statutory assessments under the Children Act 1989 and the role they may be expected to play in assessment.
  - 4.3.7. All staff are aware of the importance of recording all concerns, discussion and decisions made and the reasons for these decisions are recorded in writing and of record keeping.
- 4.4. The DSL will report to the governing body on safeguarding matters, including training, at least termly and will liaise on a regular basis throughout each term with the safeguarding governor.
- 4.5. The DSL is responsible for the on-going audit and assurance of safeguarding procedures in the School.
- 4.6. The DSL will be responsible for the School's records relating to safeguarding and for child protection information ensuring that:
  - 4.6.1. Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom, and when.
  - 4.6.2. Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child. The School will not keep family files. Files will be kept for at least the period during which the child is attending the School, and beyond that in line with current data legislation and guidance.
  - 4.6.3. Access to these records by staff other than by the DSL will be restricted.
  - 4.6.4. Subject to 4.6.5 below parents/carers will be made aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents/carers will be in line with any home-school policies and give due regard to which adults have parental responsibility.

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<sup>6</sup> For more information on these categories see Appendix D

- 4.6.5. Any information held on a child will NOT be disclosed to a parent/carer if this would put the child at risk of significant harm.
- 4.6.6. If a student moves from this school their child protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and, in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- 4.6.7. If sending by post student records will be sent by "Special/Recorded Delivery". For audit purposes a note of all student records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- 4.6.8. If a student is permanently excluded and moves to a Pupil Referral Unit their child protection records will be forwarded on to the relevant organisation.
- 4.6.9. Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

## **5. Roles and Responsibility of Governors and Governing Bodies**

- 5.1. It is the responsibility of the Governing Body to ensure that they comply with their duties under legislation. They must have regard to this guidance, to guidance issued by the Secretary of State or by the Local Authority and to locally agreed inter-agency procedures to ensure that the policies, procedures and training in their school are effective and comply with the law at all times.
- 5.2. Governing bodies must ensure that there are policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare and this policy sets out how this will be done in this School.

## **6. Involving Parents/Carers**

- 6.1. In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. However there may be occasions when the School will contact another agency before informing parents/carers because it considers that contacting parents/carers may increase the risk of significant harm to the child.
- 6.2. Parents/carers will be informed about our child protection policy and procedures through publication of this Policy on the School's website.

## **7. Safer Recruitment and Employment Practices**

- 7.1. The School will follow Safer Recruitment processes (DSCB procedures) which will include:
- 7.1.1. Declaration of our statement of commitment to safeguarding and the intent to undertake a DBS check in all advertisements for employment and volunteering.
- 7.1.2. At least one member of the interview panel having attended Safer Recruitment training.
- 7.1.3. Ensuring that references are gained before interview.
- 7.1.4. Asking at least one safeguarding question in the interview. This may be explored further in the interview where it is relevant to the position.
- 7.1.5. Exploring any gaps in employment at the interview.
- 7.1.6. Verifying the successful applicant's identity and their right to work in the UK.

- 7.1.7. Verifying that the successful applicant has any academic or vocational qualifications claimed.
- 7.1.8. Undertaking DBS checks at a level relevant to the position. For governors this must be an enhanced DBS check.
- 7.1.9. Completing the prohibition of teaching checks (including EEA teachers sanctions lists) for anyone engaged in 'teaching work' whether a qualified teacher or not, and recording this on the Single Central Record.
- 7.1.10. If the school knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity and the School will therefore make the appropriate referrals. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage or engaging in such work.
- 7.2. Any member of staff or volunteer who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual poses to vulnerable groups including children.
- 7.3. The Single Central record must be in place and include all the areas covered in the KCSIE (2016).
- 7.4. The School does not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors. It has procedures in place for the supervision of individual visitors and uses professional judgment when considering safeguarding risks in making arrangements for events and larger groups of visitors to the School.

## **8. Managing Allegations Against Staff**

- 8.1. The School will follow 'Managing Allegations against Staff and Volunteers' (DSCB Procedures). The Headmaster will deal with allegations made against school staff and volunteers. All allegations against the Headmaster will be referred to the Chair of Governors.
- 8.2. In addition to this we will have routine systems for continually monitoring the performance of staff and volunteers ensuring compliance with both child protection procedures and the code of good practice. All staff will adhere to the Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings (October 2015). This covers a wide range of issues around staff conduct e.g. use of mobile phones etc.
- 8.3. If any concerns or allegations are made against members of staff, in the first instance these should be discussed with the Local Area Designated Officer for Managing Allegations (LADO). It is useful at this stage to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the LADO in accordance with the Working Together to Safeguard Children (2015) and the DSCB Safeguarding Children Procedures. A 'LADO Referral and Monitoring' form will be completed.
- 8.4. If staff have concerns about a fellow colleague, in respect of any element of safeguarding, they should follow the Whistleblowing procedures. This should include any concerns that a colleague may be, or potentially be, themselves at risk of being drawn into extremist activity or may harbour ideologies, or be actively influencing students to follow such ideologies or courses of action.

## **9. Managing Allegations of Abuse Against Other Children**

- 9.1. Peer on peer abuse is most likely to include, but not be limited to, bullying including cyber bullying, gender based violence/sexual assaults, physical/verbal abuse and sexting.
- 9.2. The School's Safeguarding Policy cannot be separated from the general ethos of the School, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

- 9.3. The School's policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, are linked to ensure a whole school approach to such matters. If staff have any concerns around peer on peer abuse the procedures provided for investigating and dealing with these within the School's policies and procedures, using low level intervention measures will be considered in the first instance. However, action will be escalated where necessary, and even in the first instance where there is immediate danger or risk of harm, and DSCB Children Procedures instigated as appropriate.

## **10. Staff Support**

- 10.1. We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.
- 10.2. In the event that a member of staff feels unable to raise an issue with the School or feels that there genuine concerns are not being addressed they may use the whistleblowing channels in the Whistleblowing Policy or follow the links to do so on the NSPCC website.

## **11. Information Sharing, Confidentiality and Record Keeping**

- 11.1. Confidentiality is an issue which needs to be discussed and fully understood by all those working with children particularly in the context of child protection. Every effort should be made to ensure that confidentiality is maintained for all concerned but a child should never be promised that any allegation they make will remain wholly confidential. Information should be handled and disseminated on a need to know basis only.
- 11.2. The School is committed to the early help process and staff understand the importance of providing support as soon as a problem emerges in a child's life. If staff have concerns about a child (as opposed to a child being in imminent danger) at any stage in the child's life they will need to decide what action to take. Where possible they will have this conversation with the DSL and agree on a course of action although staff can make a referral to children's social care. Staff can do this by contacting the Dudley Safeguarding Children Board - Single Point Access Team (SPA) on 0300 555 0050 or if it's out of hours 0300 555 8574.
- 11.3. If a child is in immediate danger or at risk of harm a referral should be made to SPA and/or the Police immediately.
- 11.4. Advice should be sought, from the SPA where the child lives, on who should approach the alleged abuser (or parents/carers if the alleged abuser is a child).
- 11.5. All concerns, discussion and decisions made and the reasons for these decisions will be recorded in writing. If there is any doubt about the recording requirement staff will refer to the DSL.
- 11.6. Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).
- 11.7. It may be necessary to liaise and, where necessary, challenge other agencies involved in order to obtain relevant information to support the child appropriately. If a child resides in another borough but attends this school the School will liaise with the Local Authority in which the child resides.
- 11.8. If a child who is subject to a child protection plan leaves this school, their information should be transferred to the new school immediately and that child's social worker be informed.
- 11.9. The safeguarding process must always be operated with the best interests of the child at heart and where there is a safeguarding concern the DSL will ensure that, as far as possible, the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

## **12. Curriculum**

- 12.1. Child protection and wider child safety issues will be addressed through the curriculum as appropriate. Relevant issues will be addressed through the curriculum. Examples of this include, but are not limited to self-esteem, emotional literacy, assertiveness, communication skills, power, sex and relationship education, drugs awareness, bullying (including cyber bullying), e-safety (including sexting and safe online practices), citizenship, British Values and the issues of terrorism, extremism and the wider use of violence.
- 12.2. New technologies have become integral to daily life whether in or outside of schools and the internet and other digital and information technologies are powerful tools as both a means of communication and in facilitating extensive access to, and sharing of, information. The School recognises and values the benefits this can bring to a student's education but are cognisant that these technologies can pose threats and risks not only to the user but also to others and have developed an Online Safety and Usage Policy to specifically address this. The policy seeks to give direction as to how the School looks to educate students to explore their horizons by using online devices and technologies and by doing so with safety, caution and responsibility for themselves and with respect for others. The School's Designated Online Safety Officer is Dale Wilkins who is also the School's DSL.

## **13. Training and Development**

- 13.1. In accordance with KCSIE (2016) all staff who work with children will undertake child protection training to equip them to carry out their responsibilities for Child Protection effectively. This will be kept up to date with refresher training/updates at least annually.
- 13.2. All staff, governors and volunteers must have training sufficient to meet the requirements of KCSIE (2016) which will include:
- 13.2.1. Attending initial safeguarding training at a level appropriate to their role.
  - 13.2.2. Attending refresher/update training, at least annually, and at other times at the request of the DSL.
  - 13.2.3. Undertaking reading, online modular training or any other training where requested by the DSL and in this respect, in accordance with DfE guidance, KCSIE (2016), all staff will be given a copy of Part One of that guidance and all staff must confirm that they have read and understood that guidance.
- 13.3. Any staff, governors or volunteers who are unable to attend a training session must have good reason, which is authorised by the DSL, and attend an alternative session if requested by the DSL. Alternative sessions will be limited.
- 13.4. For any refresher/update training which is to be done individually e.g. reading updated guidance or undertaking training through an on-line module, the appropriate confirmation/certification that the directed training has been completed must be sent to HR within the time scale in the instructions from the DSL.
- 13.5. The School's commitment to safeguarding and protecting its students is such that failure to participate or complete the required training is not deemed acceptable and may be referred as a disciplinary matter as a breach of the School's code of conduct.
- 13.6. The DSL, Deputy DSL and any other person authorised to stand in during their absence, should, every two years, undertake training to provide them with the knowledge and skills required to carry out their role. This is additional to regular refresher/update training which must be done at least annually or more often, for example, in the event of updated guidance being issued during the year.

- 13.7. If any member of staff or volunteers have any concerns over their level of safeguarding knowledge or wants guidance on any aspect of safeguarding then they should contact the DSL or they can find DCSB guidance at: [http://www.proceduresonline.com/dudley/scb/chapters/full\\_contents.html#guides](http://www.proceduresonline.com/dudley/scb/chapters/full_contents.html#guides) where there is a library of information on a whole range of safeguarding topics.

## 14. Implementation, Review and Monitoring

- 14.1. This Policy will be monitored and reviewed annually and more often if there are updates to it, or to underlying guidance related to it.
- 14.2. Implementation will take place by ensuring this Policy is:
- 14.2.1. Discussed at the governors' meetings at least termly.
  - 14.2.2. Discussed and monitored on a routine and regular basis throughout the year with the nominated safeguarding governor.
  - 14.2.3. Brought to the attention of all staff and volunteers.

## 15. Where Can You Find Further Information

- 15.1. If any member of staff or any volunteer thinks they need further help or guidance on how to handle a safeguarding concern or potential concern which comes to their attention then they can use the contacts below.
- 15.2. These are also the contacts for passing on a referral.

**Contact the DSL – Dale Wilkins**      01384 817312 or 07900 161569  
[dewilkins@oshsch.com](mailto:dewilkins@oshsch.com)

**Speak to the SPA team**                      0300 555 0055  
0300 555 8574 (out of hours line)

**Police**    Child Abuse Investigation Unit  
Halesowen Police Station  
101 or in emergency 999

## 16. Supporting Documents

This policy is in conjunction with:

- DCSB Safeguarding Children Procedures - <http://safeguarding.dudley.gov.uk>
- Working Together to Safeguard Children (March 2015)
- Keeping Children Safe in Education (September 2016)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (March 2015)
- What to do if you're worried a child is being abused: Advice for practitioners (March 2015)
- Guidance for Safer Working Practice for those Working with Children and Young People in Educational Settings (October 2015)
- Sexting in schools & colleges: responding to incidents and safeguarding young people (August 2016)
- Revised Prevent Duty Guidance: for England and Wales (July 2015)
- The Prevent Duty: Departmental advice for schools and childcare providers (June 2015)
- National Minimum Boarding Standards
- The School's:
  - Behaviour Policy
  - Online Safety and Computer Usage Policy
  - Complaints Policy
  - Equality and Diversity Policy
  - Code of Conduct for Staff and Volunteers

# APPENDIX A

## 1. What to do if you are concerned:

### (Concerns outside the immediate environment (e.g. a parent or carer))

- 1.1. Report your concerns to the DSL who should contact the SPA Team or the Police as soon as possible.
- 1.2. To ensure there is no delay in seeking advice or making a referral, if the DSL is not available, then the Deputy DSL or, in his absence the Headmaster or the Second Deputy or the person responsible for the School at that time, should be informed.
- 1.3. The SPA Team and the DSL will decide how to involve the parents/carers. Parents/carers should not be informed if to do so would increase risk to the child'.
- 1.4. Maintain confidentiality on a need to know basis only.

## 2. Information for social care or the police about suspected abuse

- 2.1. To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:
  - The reasons for your concern
  - Full name and date of birth of the child
  - Names and dates of birth of the child's family/household members
  - Other agencies/professionals involved with the family
  - The child's first language and any special needs
  - The child's developmental needs, family and environmental factors and parenting capacity
  - Any work you may have already undertaken with the child and family
- 2.2. All incidents will be reported on a MARF.

## 3. Responding to allegations or suspicions (about someone working with children or young people e.g. a teaching assistant)

- 3.1. It is not the responsibility of anyone working within the School, in a paid or unpaid capacity, to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.
- 3.2. The School will assure all staff that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.
- 3.3. All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, has:
  - 3.3.1. Behaved in a way that has harmed a child, or may have harmed a child;
  - 3.3.2. Possibly committed a criminal offence against, or related to a child;
  - 3.3.3. Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm to children if they have regular or significant contact with them.
- 3.4. These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect)<sup>7</sup>. This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:
  - 3.4.1. Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 Sexual Offences Act 2003);

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<sup>7</sup> For more information on these categories see Appendix D

- 3.4.2. 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 Sexual Offences Act 2003);
  - 3.4.3. Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/e-mail messages or images, gifts, socializing etc.);
  - 3.4.4. Possession of indecent photographs of children/pseudo-photographs of children.
- 3.5. The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone who works in the School, including administrative and other support staff.

## **4. Action if there are concerns**

### **4.1. Concerns about poor practice:**

- 4.1.1. If, following consideration, the allegation is clearly about poor practice the Headmaster will deal with it as a misconduct issue.
- 4.1.2. If the allegation is about poor practice by the DSL, or if the matter has been handled inadequately and concerns remain, it should be reported to the Headmaster/Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

### **4.2. Concerns about suspected abuse:**

- 4.2.1. Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the DSL/Headmaster who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- 4.2.2. The DSL/Headmaster will refer the allegation to the SPA Team who may involve the Police. All allegations against people who work with children must be passed onto the LADO.
- 4.2.3. The parents/carers of the child will be contacted as soon as possible following advice from the SPA Team.
- 4.2.4. If the DSL is the subject of the suspicion/allegation, the concern must be shared with the Headmaster. If the Headmaster is the subject of the concern/allegation, the concern must be shared with the Chair of Governors who will liaise with the DSL for managing allegations.
- 4.2.5. If a teacher, in the course of their work in the profession, discovers that an act of female genital mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the Police. Teachers should also discuss the case with the DSL and involve the SPA team as appropriate. If a teacher suspects or considers a child at risk of such an act the must discuss the case with the DSL who will follow the School's safeguarding procedures and involve the SPA team as appropriate.

## **5. Internal Enquiries and Suspension**

- 5.1. The Headmaster will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further Police and social care inquiries. Advice can also be sought from the LADO.
- 5.2. Irrespective of the findings of the SPA or Police inquiries the Headmaster/Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the Police. In such cases, the Chair of Governors and Headmaster must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare and the best interests of the child should remain of paramount importance throughout.

## **APPENDIX B**

### **1. The Prevent Duty<sup>8</sup>**

- 1.1. The Counter-Terrorism and Security Act 2015 puts a responsibility on schools to participate in work to prevent people from being drawn into terrorism and to challenge extremist ideas that support or are shared by terrorist groups.
- 1.2. Preventing extremism and radicalisation is one element within our whole school approach to safeguarding and promoting the welfare of our students.

### **2. Preventing Extremism<sup>9</sup> and Radicalisation<sup>10</sup>**

- 2.1. The School will teach a broad and balanced curriculum which promotes strong spiritual, moral and cultural development of its students and informs and prepares them for the opportunities, responsibilities and experiences of life.
- 2.2. The School's extra and co-curricular activities will build upon the spiritual, moral and cultural values developed within the curriculum.
- 2.3. The issues of terrorism, extremism and the wider use of violence should not be hidden from students rather they should be provided with information which is sufficient and balanced to enable them to:
  - Explore and be able to understand the wider world and the differences within communities and ideologies within it.
  - Develop strong values, which they can use to make informed decisions.
  - Be able to assess and make judgements on how individual or community ideologies might impact upon life in society.
  - Come to an understanding of the place for moderation and democratic processes in politics and conflict resolution.
- 2.4. All staff should be aware of the Prevent strategy and appropriate training should be given both in relation to the issues and in identifying concerns.

### **3. The risk of students being drawn into terrorism**

- 3.1. One of the notable features of this School is that it has a multicultural student body. Its students are made up of a variety of nationalities, ethnic backgrounds and of all faiths and none. A multicultural community is a healthy and valuable asset in developing greater understanding between its Students. Our School's ethos strongly promotes respect, the understanding of differences, the place for moderation and tolerance of others. It is a strength we will draw on in building understanding and values in students so that they can be prepared to challenge prejudices and extremist ideologies whilst developing strength of character to defend their views and resist extremism.
- 3.2. As part of the boarder requirements relating to the quality of education and to promoting the spiritual, moral and cultural development of its students the School will promote the fundamental British values of:
  - Democracy
  - The rule of law
  - Mutual respect
  - Tolerance of those of different faiths and beliefs

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<sup>8</sup> Revised *Prevent Duty Guidance*: for England and Wales (July 2015)

The Prevent Duty: Departmental advice for schools and childcare providers (June 2015)

<sup>9</sup> Extremism is defined 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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

<sup>10</sup> 'Radicalisation' refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.

- 3.3. The School's policies on Behaviour<sup>11</sup> and Equality and Diversity are built on the fundamental principles of respect and tolerance. They are clear that discrimination, harassment or bullying behaviour in any form is unacceptable and accordingly the School will not tolerate any student or student group seeking to influence others within the community in any way which may be detrimental to fundamental British values.
- 3.4. The School's Code of Conduct for staff requires all staff, including volunteers, to act at all times in a manner which safeguards and promotes the physical, emotional and moral welfare of students and to show exemplary standards of professionalism and propriety in their work. They should take every opportunity to reinforce the School's fundamental principles and British values and to model them in what they say and do.
- 3.5. Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff should always be challenged. Positively promoting fundamental values, within and alongside the curriculum, will enable us reduce as far as possible the risks of violent and non-violent extremism.
- 3.6. The School's Code of Conduct for staff also requires proper supervision of visitors and their access to students.

#### **4. What to do if you have a concern**

- 4.1. There is no single way of identifying an individual who is likely to be susceptible to terrorist ideology but as a boarding school staff will spend a significant amount of time with students both in and out of the classroom and they should be observant and listen well. As with managing other safeguarding risks staff should be alert, for example, to unexplained changes in behaviour, the appearance of ideological extreme literature, students using language or voicing opinions based on extremist ideologies or unusual groupings or gatherings of students. Any concerns should be reported to the DSL.
- 4.2. The School's IT department will routinely monitor student access to the internet through the School's network and have the absolute right to remove access from any user who is, or appears to be, abusing access rights for whatever reason and this will therefore include access to sites promoting extremism. Any such activity should be reported to the DSL.
- 4.3. Staff should be particularly aware that the School is unable to monitor students' use of their own internet provision but need to be alert for possible abuse of this and including any information brought in to the School from outside on students' own electronic devices.
- 4.4. The School must encourage parents to look for similar undesirable traits in their children when they are not in school.
- 4.5. The School will assure all staff that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague or student is being drawn into extremism.

#### **5. Matters reported to the DSL**

- 5.1. The DSL will act in accordance with the School's safeguarding arrangements and this includes, where appropriate, contacting the Police or other relevant agencies and including referral to CHANNEL.
- 5.2. The DSL will be alert to reports from other schools, authorities or agencies of issues affecting students in other schools or in the locality. The DSL will make other staff aware of these reports so that they might better monitor the welfare of the students in this school.

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<sup>11</sup> Which includes the School's Rules, Code of Conduct for Students, Anti-Bullying Policy and Guidance on the Use of Electrical and Electronic Equipment & Internet Guidance

# Commitment to Care Charter

The '*BSA Commitment to Care Charter*' demonstrates the importance of the care, wellbeing and safeguarding of boarding school pupils. These are at the heart of the Charter and of being a BSA member.

### Charter Commitments:

- BSA schools are committed to the highest duty of care and safeguarding
- Everyone in a BSA school will raise any abuse concerns immediately
- BSA schools will follow all statutory safeguarding guidance and laws and report abuse to the relevant authority
- BSA schools will support any present pupils affected by abuse and those who report it
- BSA will support member schools which responsibly follow the Charter.

### Definitions

#### **BSA schools are committed to the highest duty of care and safeguarding**

Keeping boarders safe, secure and cared for are the main priorities for members.

#### **Everyone working in a BSA school will raise any abuse concerns immediately**

'Everyone' includes all full or part-time staff, volunteers, governors and contractors. It also means pupils, such as prefects in boarding houses. 'Immediately' is without hesitation or delay, and 'abuse' is any suspicion, belief or evidence of abuse by an adult against a pupil.

#### **BSA schools will follow all statutory safeguarding guidance and laws and report concerns to the relevant authority**

Follow all 'safeguarding guidance and laws' means any rules applicable in any part of the UK. 'Report concerns to the relevant authority' means any abuse concerns raised by children, or adults below the level of the School's Designated Senior Lead for Safeguarding, or any other adult, should be referred to the DSL, or their equivalent. The DSL should then immediately refer all concerns to the head teacher, safeguarding governor and

relevant local authority or police. Any concern raised about the head teacher should be referred by the DSL to the safeguarding governor and relevant local authority or police.

#### **BSA schools will support any present pupils affected by abuse and those who report concerns, and offer support to past pupils**

'Support' means to provide open, honest communication, provide counselling or similar services or referral to them. 'Offer of support' means referral to other organisations (eg the police for past pupils), counselling or similar services. Support will be given or offered if there is no conflict of interest or legal restriction.

#### **BSA will support member schools which responsibly follow the Charter**

The BSA will support member schools to help them follow the Charter. Member schools are expected to endorse the Charter clearly and strongly. The Board of the BSA will review cases where the Charter has not been responsibly followed and consider any appropriate action.

# APPENDIX D

## Definitions and Indicators of Abuse

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

There are four types of child abuse - Physical Abuse, Emotional Abuse, Sexual Abuse and Neglect

### 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.

Possible indicators of physical abuse may include:

- Hand/slap marks
- Pinch marks
- Grip marks on arms, chest or other parts (in a young baby this could indicate shaking. Risking brain injury)
- Linear bruising, especially back of legs or buttocks
- Bruising on the stomach/chest/neck/breasts, buttocks, abdomen, thighs or genital areas
- Bruising to cheeks e.g. finger marks
- Burns inside the mouth, inside arms or genitals
- Cigarette burns
- Torn skin inside the lip of a baby (the frenulum)
- Unexplained or untreated or recurrent injuries
- Marks in the shape of a particular object
- Bruising around the eye/eyes
- Different age bruising on a child at any one time other than on the common sites for accidental injury
- Symmetrical bruising, especially on or behind the ears
- Bruising in or around the mouth especially in young babies
- Burns or scalds with clear outlines
- Burns of uniform depth over a large area
- Bite marks
- Fractures in children under one year old

### Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation or exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

Possible indicators of emotional abuse may include:

- Developmental delay (physical, mental, emotional)
- Over reaction to mistakes
- Rocking, hair twisting/pulling etc.
- Drugs/solvent abuse/self-harm
- Scavenging for food and clothes
- Suicide attempts
- Admission of punishment which seems excessive
- Sudden speech disorders
- Extremes of passivity or aggression
- Truancy
- Extreme attention seeking
- Regression/self-neglect/bedwetting or soiling

## **Sexual Abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in 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.

Possible indicators of sexual abuse may include:

### **Under 5's**

- Extreme fear of a particular person
- Regress to younger behavioural pattern/change in behaviour
- Play out sexual acts in knowledgeable way – age inappropriate
- Have soreness in throat, genital or anal area
- Bruising/marks around genital areas
- Become distressed when clothing removed
- Stare blankly, seem unhappy, confused, sad
- Act sexually towards others, play, language
- Chronic nightmares, onset of bed wetting

### **Under 12's**

- Sudden change in behaviour, aggressive, withdrawn
- Falling asleep at school
- Wary, watchful
- Talk or write about sexual matters
- Eating disorders
- Physical bruises/marks
- Reluctance to undress for gym/inappropriate clothing/covering up
- Repeat ailments, headaches, stomach aches
- Running away/truancy
- Act sexually inappropriately
- Inappropriate behaviours

### **Over 12's**

- Distressed
- Gifts – latest mobile phone/designer goods
- Outbursts of anger, aggression
- Talks about a 'friend with a problem'
- Substance/alcohol misuse
- Physical injuries
- Suicidal, self-harm/self-hatred
- Lack of concentration, world of own
- Inappropriately seductive
- Loss of memory/tiredness
- Sexually abuse others
- Running away/truancy/deterioration in school work

## **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 caregivers) or
- Ensure access to appropriate medical care or treatment.

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

Possible indicators of neglect may include:

- Constant hunger
- Constant tiredness
- Emaciated
- Destructive tendencies
- Compulsive stealing
- No carer at homes
- Lack of medical/dental care
- Obesity
- Self-harm
- Poor personal hygiene
- Poor clothing
- Frequent lateness, earliness or non-attendance at school
- No social relationships
- Scavenging for food and clothes
- Very low self esteem
- Running away/truancy
- Substance misuse
- Bullying/bullied