

Purpose and overview of the Safeguarding Policy: This document sets out our commitment to keeping all of our pupils from Nursery to Year 6 safe, clarifying how all staff, volunteers and visitors respond to concerns through our procedures for Safeguarding and Child Protection. Together with strong governance, health and safety, management and staff supervision, this policy and the related procedures are an important part of child protection at Herries Preparatory School.

HERRIES PREPARATORY SCHOOL

7a - CHILD PROTECTION & SAFEGUARDING POLICY



DSL: Rob Grosse

Headteacher

DDSL: Katrina Sands

Assistant Head Pastoral

Nominated Governor: Mrs Helen Essa

Safeguarding & Vice Chair

Updated: FL 25/11/19 to include further Board detail

FL 11/10/19 to include further multi agency detail

FL 06/02/20 to include the modern slavery & peripatetic teacher detail

RG 01/09/20 in line with updated KCSIE September 2020

Updated and approved: 1st September 2020 by **SLT, Chair of Governors, Nominated Governor and the Board**

Review and Update cycle: At least annually by the Governors following September whole staff training, and after the of **Safeguarding Review** in the Summer term.

Next review: September 2021

Policy availability and accessibility: Herries school website with recorded, large printed or translated options as requested.

Training: September 2020. Update on KCSIE 2020 changes and local authority procedures for safeguarding and child protection.

Herries School recognises its responsibility for safeguarding and child protection. All staff and members of The Board must read and sign to say that they have read KCSIE Part One and Annex A.

This policy is in line with 'Keeping Children Safe in Education' September 2020.

Any change in legislation will require an updated, approved policy which will be reissued to staff.

A separate PREVENT policy is in use in conjunction with these guidelines.

1.1 Contacts in School including EYFS

Designated Person for Child Protection: Rob Grosse (Headteacher, DSL) 01628 483350

Katrina Sands (Assistant Head Pastoral, Head of EYFS, DDSL) 07724 243902

Sarah Brooks (Extended day out of hours) 07884351776

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Nominated Governor: Mrs Helen Essa (Governor responsible for Safeguarding and Whistleblowing) 07821699553

Chair of Governors: Mrs Christine Weaving - accessible through school 01628 483350

1.2 County Contact details

- Windsor and Maidenhead Children's Social Care Services
01628 683150
01344 786543 (out of hours)
- The LADO service is a centralised service streamlined between all partners. LADO 01628 683194 From Monday the 7th January 2019, the LADO Service for the Royal Borough of Windsor and Maidenhead is now based within Achieving for Children, alongside the other Children's Services in the borough. For all allegations against Staff and Volunteers, please contact the LADO or call 01628 683202 or 07774 332675.

NSPCC 0808 800 500

Thames Valley Police 08458 505 505, 01753 506581/585
101 Non-Emergency Number

Number for Prevent lead at RBWM 01628 682963
DfE helpline for non-emergency advice on extremism:
02073 407264
counter-extremism@education.gsi.gov.uk

- Buckinghamshire Safeguarding Children Board for procedures, policies and practice guidelines (Now MASA)
- Schools Web School bulletin, Safeguarding links, A-Z guide to information and services
- Social Care, Out of Hours: 0800 999 7677 (Children requiring immediate help)
- Thames Valley Police 101 (999 in an emergency)

1.3 Other links

- CEOP (Child Exploitation and Online Protection)
- CEOP's Thinkuknow website www.thinkuknow.co.uk

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- Childline 0800 11 11 <https://www.childline.org.uk>
- Crimestoppers 0800 555 111
- Foreign and Commonwealth Office 0207 008 0151 (Forced Marriages Section) Government Guidance provided via GOV.UK -bullying (including cyberbullying), children missing in education - and Annex A, child sexual exploitation (CSE), Child Criminal Exploitation (CCE) - Annex A, female genital mutilation (FGM) - and Annex A, forced marriage - and Annex A, preventing radicalisation - and Annex A Domestic Abuse (Annex A contains important information about specific forms of abuse and safeguarding issues)
- Kidscape Bullying Helpline 0845 1205 204
- NSPCC (NSPCC website) 0800 800 5000
- NSPCC whistleblowing helpline: 0800 0280285
Email: help@nspcc.org.uk
- Professional organisations who provide guidance and practical support
TES, MindEd, NSPCC
- RU Safe? (Barnardos - Child Sexual Exploitation Service) 01494 461112
- Samaritans 0845 790 9090
- The UK safer Internet Centre (www.saferinternet.org.uk)

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Purpose and overview

Children have the right to be protected from harm. This document sets out our commitment to keeping all of our pupils from Nursery to Year 6 safe, clarifying how all staff, volunteers and visitors respond to concerns through our procedures for Safeguarding and Child Protection. Together with strong governance, health and safety, management and staff supervision, this policy and the related procedures are an important part of child protection at Herries Preparatory School.

This policy pays due regard to the issues surrounding the return to school of children and staff after Covid-19 and the associated lockdown, in particular the mental health of pupils.

This policy applies to all teaching and non-teaching staff and volunteers, is available on the school's website and is available to parents on request. It applies to all areas of the school including Early Years (EYFS). This policy has been written in accordance with: i. the DfE guidance document 'Keeping Children Safe in Education' (KCSIE September 2020), the updated guidance provided in the document 'Working Together to Safeguard Children' (July 2018) (WTSC) and 'Early years and later years (under-8's) childcare - Disqualification under the Childcare Act 2006' (March 2015), as amended in July 2018 ii. Locally agreed inter-agency procedures; the school will participate as appropriate in 'common assessment framework' (CAF) or the 'team around the child' (TAC) approaches, or a 'co-ordinated offer of early help', in accordance with WTSC. iii. The school recognises the importance of early help in school and the difference between a

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concern and a child in immediate danger; in each case the DSL will work in accordance with WTSC 2015 and the LSCB referral thresholds.

COVID-19 and safeguarding

Herries is mindful of the current context of the coronavirus outbreak and this policy is written in accordance with current government guidelines and the document “Coronavirus (COVID-19): safeguarding in schools, colleges and other providers” (updated May 2020). This acknowledges that this safeguarding policy and processes described within it may be treated differently when compared to business as usual.

Safeguarding is everyone’s responsibility and anyone can make a referral, which will usually be to the school’s DSL, but can be directly to Children’s Social Care, if necessary. Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment;
- preventing impairment of children’s mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes. (KCSIE Sept 2020, p5)

Part 1

1. Introduction

This policy has been developed in accordance with the principles established by **the Children Acts 1989 and 2004**; and in line with:

- Keeping Children Safe in Education 2020 (KCSIE)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sept_2020.pdf
- Disqualification under the **Childcare Act (Feb 2006)** KCSIE incorporated additional statutory guidance
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- **Safeguarding Vulnerable Groups Act 2006**
http://www.legislation.gov.uk/ukpga/2006/47/pdfs/ukpga_20060047_en.pdf

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- **‘The Prevent Duty’ Guidance:** for England and Wales (July 2015) (Prevent). Supplemented by Prevent Duty non-statutory advice and a briefing note: The Prevent duty: Departmental advice for schools and childminders (June 2015) The use of social media for on-line radicalisation (July 2015)
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- **Departmental advice for schools** and childcare providers (June 2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- **TES** website
<https://www.tes.com/teaching-resources/blog/safeguarding-collection>
- **NSPCC** website
<https://www.nspcc.org.uk/>
- Early years providers have a duty under **section 40 of the Childcare Act 2006** to comply with the welfare requirements of the early years foundation stage (EYFS)
<https://www.legislation.gov.uk/ukpga/2006/21/section/40>
- **KCSIE non-statutory advice** for practitioners: What to do if you’re worried a child is being abused (March 2015)
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- **Working Together to Safeguard Children (September 2018 – updated in 2019 but without date change to the published version)** (WT) plus non-statutory but important advice: Information sharing (2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard_Children.pdf

The Governing Body takes its responsibility seriously under section 175 of **the Education Act 2002 & 2011** (section 157 for Independent schools <https://www.safeguardingschools.co.uk/the-role-of-governors-and-safeguarding/>) to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify,

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assess, and support those children who are suffering harm or whose welfare may be in question.

This policy applies to all staff, governors and volunteers working in our school and to the pupils in our care. We recognise that all staff and Governors have a full and active part to play in protecting our pupils from harm, and that welfare is our paramount concern.

All Staff (ALL adults on site, including temporary, supply and external staff, and volunteers working with children) believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

We believe in a holistic coordinated approach to safeguarding:

- 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
- taking action to enable all children to have the best outcomes

2. Terminology

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

● **Child Protection** refers to the process undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see Working Together to Safeguard Children) in respect of those children who have been identified as suffering, or being at risk of suffering harm.

● **Staff** refers to all those working for or on behalf of the school, full time or part time. In this specific context it applies to those both in paid and voluntary capacity and those provided to the school by a third party to work e.g. coaching staff.

● **Child** refers to all young people who have not yet reached her 18th birthday

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- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

3. Aims

The aims of this policy are:

- To demonstrate the school's commitment with regard to safeguarding children
- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the school

4. The role of the school staff

Our small team of staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

- All staff have responsibility to provide a safe environment in which children can learn
- The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) provide support to our staff members to carry out safeguarding duties. They liaise closely with other services such as children's social care. These two members of staff have the most comprehensive safeguarding picture.

Broader safeguarding duties include making reports to the Disclosure and Barring Service (DBS), pre-appointment & suitability checks on volunteers, staff of contractors, and other individuals that are not school staff or supply staff which are completed according to the requirements set out in KCSIE.

- All staff are equipped to identify children who may benefit from early help. Staff know in the first instance to discuss concerns with the DSL, and understand they may be required to support other agencies and professionals in assessments for early help.

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- The Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public interest in the teaching professions as part of their professional duties.

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

5. What school staff need to know

All staff members are aware of the systems within our school which support safeguarding, these are clarified as part of induction and include:

- The Safeguarding policy

The role of the DSL and the DDSL and who they are

'Keeping Children Safe in Education' September 2020, part 1 (Staff handbook and appendix to this policy)

'Keeping Children Safe in Education' September 2020, Annex A

Herries policy on Whistleblowing (school policies)

Procedures for managing allegations about staff or volunteers

What to do if they have a concern about a child

Safeguarding information in the staffroom with necessary contacts

- The staff code of conduct (staff handbook)

- Policies on the website unless stated otherwise

10a Anti-bullying

7h E-Safety (Acceptable Use) Policy has been updated from 2019 Department for Education's (DfE) new online safety guidance

9a Behaviour policy

Data Protection plan, accessed by request through the school office

11 Health and Safety policy

13 First Aid Policy and practices

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7a Prevent policy

7e Staff code of conduct, accessed by request through the school office

18a Safer Recruitment Policy & selection procedures

Safeguarding leaflet for visitors & laminated reminder for parent volunteers

- Staff are asked to carry out online training modules on Educare: Health and Safety, Fire, Prevent and Anti Bullying

- All staff members receive appropriate safeguarding and child protection training at induction and in addition, receive safeguarding and child protection updates, when required or at least annually, to provide them with the relevant skills and knowledge to be able to safeguard the children in the school effectively.

- All staff are made aware of the early help process, and understand their role in this. This includes staff being able to identify emerging problems, liaising with our DSL, sharing information with other professionals via SPA, the single point of access (MASH web address mash@rbwm.gcsx.gov.uk 01628 683150/ 01344 786543) which involve the LADO, Social care, health, CAMHS and the Police to support early identification and assessment and, in some cases where appropriate, acting as the lead professional in undertaking any early help assessment. These children are monitored by the SENDCO, DSL and Assistant Head Pastoral. Staff are aware that children can be particularly vulnerable when they are:
 - disabled and have specific additional needs;
 - have special educational needs (whether or not they have a statutory education, health and care plan);
 - a young carer
 - showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - frequently missing/goes missing from care or from home or is missing from education or who has frequent absences from school
 - misusing drugs or alcohol themselves;
 - at risk of modern slavery, trafficking or exploitation;
 - in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse (Operation Encompass);
 - returned home to her family from care;
 - showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;

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□ a privately fostered child.

- All staff are aware of the process for making child protection Early Help of Safeguarding referrals, both through SPA (MASH) under the Children Act 1989 via the online form and statutory assessments that may follow. Web address mash@rbwm.gcsx.gov.uk 01628 683150/ 01344 786543. They also understand the role that they may have to play in such assessments.

Seeking parental permission should be the first step unless there are complex circumstances at play- see details later. Informing parents should be positive in nature and reference: facts, the child's welfare, the DSL role and safeguarding role to report a concern, what the intent is, the process, no personal opinion and set out next steps.

The referral from should reference factual bullet points using terminology from the threshold windscreen. Select either Early help for support to services for a child in need or CP for abuse etc. Opinion can be included within the frame of: I feel this child is at risk because...

- The Headteacher/designated safeguarding lead (DSL), DDSL and governors are trained in Multi-agency working (SPA). In the context of the phasing out of local safeguarding children boards, changes in 2019 clarify that with reference to The Children & Social Work Act 2017 and the accompanying Working Together 2018 statutory guidance, Local Safeguarding Children Partnerships (LSCP) have been replaced by MASA with new arrangements led by the local authority, the police and clinical commissioning group to safeguard and promote the welfare of children. The safeguarding arrangements cover the geographical footprint of the local authority although some existing arrangements, such as those for child death, will continue to be carried out on a pan-Berkshire basis.

Further details can be found on the RBWM Safeguarding Partnership website:

<https://rbwmsafeguardingpartnership.org.uk/p/safeguarding-children/safeguarding-in-education>

- The SLT, DSL, staff and governing board are aware of and follow these new local arrangements

Our 3 safeguarding partners are:

- Local authority: RBWM
- Clinical commissioning group within the LA
- Chief office of police within the LA

Reference to new relationships, health and sex education

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This concerns three aspects:

- Relationships Education (mandatory from September 2020 in all schools)
- Relationships and Sex Education (mandatory in senior schools)
- Health (mandatory in maintained schools).

The statutory requirement to provide Health Education does not apply to independent schools, although PSHE is compulsory for independent schools to meet the Independent School Standards (ISSRs) set out in the Education Regulations 2014.

Herries RSE Policy

We have chosen to include Sex Education on our curriculum and our policy has been updated in readiness for September 2020 and we will be using the Jigsaw PSHE Scheme of Work to support the delivery of these sessions. Both the RSE and PSHE policies have been reviewed and staff have updated planning in line with changes published by the PSHE Association.

- All staff know what to do if a child tells them he/she is being abused or neglected. Staff understand how to maintain an appropriate level of confidentiality, whilst at the same time understand the requirement around sharing information appropriately with the DSL and other relevant professionals.
- Staff will never promise that they will not tell anyone about the allegation/disclosure that the child has made, as this may ultimately not be in the best interests of the child. Staff simply LISTEN, RECORD & RESPOND but never investigate.
- All staff understand that it is inappropriate for them to have any communication with pupils through social media by any means (e.g. text, phone, video chat letter, email) whilst they are in school and until they reach the age of 18.
- All staff know they should not use personal devices such as mobile phones or cameras to take photos or videos of pupils (unless with specific permission from the Headteacher) and will use school provided equipment for this purpose. Photos from other specific events which involve photographs of pupils (i.e. press, external providers) will only occur with the permission of the Headteacher. Staff are also aware through the 'Code of Conduct' that mobile phones should NOT be used in class or while on duty, e.g. play and lunchtimes. School policies for Early Years Foundation Stage reflect the statutory requirements on the use of cameras and mobile phones (Statutory Framework for the Early Years Foundation Stage).

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One to one situations

Where there is a need, agreed with the Head for an adult to be alone with a child, certain procedures and explicit safeguards must be in place. Those teaching music, drama and external sports coaches should pay particular attention to this guidance:

1. All staff are checked, vetted, inducted, trained and informed.
2. Ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed.
3. Avoid meetings with a child or young person in remote, secluded areas,
4. Always ensure colleagues are aware of the 1:1 contact beforehand, assessing the need to have them present or close by
5. Never use of 'occupied' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
6. Always report any situation where a child becomes anxious, distressed or angry to the Designated Safeguarding Lead
7. Carefully consider the needs and circumstances of the child/children when in one to one situations.
8. All peripatetic teachers and coaches whose work involves working one to one with children are issued with the safeguarding policy which contains detailed advice and they acknowledge that they have read and understood it.

6. What school staff should look out for

- All staff members are aware of the signs of abuse and neglect so they are able to identify children who may be in need of help or protection (see part 2 of this policy, point 23 for definitions)
- Advice from the DfE provides more on understanding and identifying abuse and neglect, e.g.
[https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-ab used--2](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2)
- At all times where safeguarding is concerned, staff members at the school are advised to maintain an attitude of 'it could happen here'. Staff members should always act in the best interests of the child when concerned about welfare.
- Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the DSL.
- **Mental Health** The school takes the mental health of its pupils seriously. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect

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or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

7. What school staff should do if they have concerns about a child

If staff members have any concerns they should talk to the DSL who will plan a course of action. It is vital that staff share worries, however small, with the DSL who will record all information and build a picture of the child's needs. Staff should be mindful how vital early information sharing is (via the concern form available in the staffroom) for effective identification, assessment, allocation and provision of the appropriate service. Options might include:

- managing any support for the child internally via the school's own pastoral support processes e.g. Nurture groups, ELSA, drop- ins etc
- an early-help assessment
- a referral for statutory services if the child is in need, suffering or likely to suffer harm.

Early Help: The DSL will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. All cases should be kept under constant review. If the child's situation does not appear to be improving or is getting worse, consideration should be given to making a referral to children's social care for assessment for statutory services. Parents will need to be informed first UNLESS there is a concern that it would put a child/investigation at risk, it involves Induced Illness (Munchausen's) or that they might flee.

Children in need: A child in need is defined under the Children Act 1989 as

'a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the

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purposes of safeguarding and promoting her welfare. Children in need may be assessed under section 17 of the Children Act 1989.'

If the member of staff/DSL believes the child to be in need they must make a referral with permission from parents to social services. If after the referral the child's situation does not appear to be improved the DSL (or the person that made the referral) should press for re-consideration to ensure these concerns have been addressed and, most importantly, that the child's situation improves.

'If in exceptional circumstances, the Designated Safeguarding Lead (or Deputy) is not available, this should not delay appropriate action being taken.'

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Information Sharing:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Advice here supports staff who have to make decisions about sharing information. This advice includes considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or Deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

8. What school staff should do if a child is in danger or at risk of harm

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police without delay. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made.

A child in danger or at risk of harm:

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Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

9. What school should do if they have concerns about another member of staff

If staff members have concerns about another staff member, then this must be referred to the Headteacher.

Where there are concerns about the Headteacher this should be referred to the Chair of Governors.

Staff may consider discussing any concerns and making any referral via the DDSL but the Headteacher must be informed immediately. Full details can be found in this guidance.

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

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and that such concerns will be taken seriously by the SLT.
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies are in place for such concerns to be raised with the school's SLT.
- Where a staff member feels unable to raise an issue with the Headteacher, they should speak to the Chair of Governors.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 - line available from 8:00 am to 8:00 pm, Monday to Friday and Email: help@nspcc.org.uk

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11. Children have said that they need (Working together to Safeguard children 2018):

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **Stability:** to be able to develop an ongoing stable relationship of trust with those helping them
- **Respect:** to be treated with the expectation that they are competent rather than not
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans
- **Explanation:** to be informed of the outcome of assessments and decisions and reasons when her views have not met with a positive response
- **Support:** to be provided with support in her own right as well as a member of her family
- **Advocacy:** to be provided with advocacy to assist them in putting forward her views
- **Protection:** to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee Part 2

12. Key personnel at the school

The Designated Safeguarding Lead(DSL) for child protection at Herries is Rob Grosse (Headteacher), Contact details 01628 483350. The Deputy Designated Safeguarding Lead and concerns regarding EYFS in the school is Katrina Sands 07724 243 902. The out of hours person if the DSL is not available is Sarah Brooks 07869 145758. The nominated Child Protection Governor is Helen Essa (contactable through the school office).

13. Roles and responsibilities

All schools must nominate a senior member of staff to coordinate Child Protection arrangements and this person is named in this policy guidance. The

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school ensures that the DSL or a Deputy will be on site, or available by telephone during term time.

The Board, under its delegated powers, undertakes to regularly review safeguarding arrangements.

- The Board are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

- The Board should ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR.

- The Board will ensure that relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

- The Board should ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

The School Board will ensure that:

- All members of the governing body understand and fulfil their responsibilities

- There is a DSL for Safeguarding and Child Protection who is a member of the SLT and who has undertaken the approved training in inter-agency (SPA) working, in addition to basic Child Protection training and ensure cover is provided when needed and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are ongoing child protection issues.

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- The school has in place a Child Protection policy with Staff Code of Conduct, and procedures that are consistent with requirements including SPA, which are reviewed annually and made available to parents on request. KCSIE 2020 requires governing bodies to ensure there is an effective safeguarding policy in place. The Board will monitor the effectiveness of this policy and be satisfied of compliance.
- Be aware that the Data Protection Act of 1998 and the new GDPR May 2018 must not be a barrier to sharing information if a child is at risk of harm.
- Be aware that inter agency work is recognised as particularly important in identifying and preventing child sexual exploitation 'KCSIE 2020'.
- Procedures exist for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher.
- Recognise the contribution the school can make to helping children and young people stay safe through the teaching of self-protection skills, online safety, sex and relationship education and encouragement of responsible attitudes through PSHE.
- Ensure that safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures (including local assessment for SPA threshold).
- A training strategy is agreed by governors that ensures all staff, including the Board and the Headteacher receive child protection training, with refresher training at least at three yearly intervals.
- Regular update sessions for staff regarding safeguarding remains a priority at the school.
- Arrangements are in place to ensure that all temporary staff and volunteers are made aware of the school's arrangements for safeguarding and child protection.
- The Board has nominated a member to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher.
- Herries operates a Safer Recruitment procedure (See 18a Recruitment policy)

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- The School Staffing (England) Regulations 2009 states that governing bodies should ensure that at least one person on the interviewing panel has completed safer recruitment training. Herries always follows this advice.

- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through PSHE and through relationship and sex education and in computing lessons. Through class time and assemblies, children are taught about safeguarding through an awareness of key safeguarding messages and planned visits from national and local safeguarding bodies e.g. Community Police and Online Safety specialists. ‘Who Can I Speak To?’ posters are exhibited throughout the school and the children are aware of the NSPCC service due to biannual visits.

- Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of going missing in the future.

- The Board ensures that the policy includes
 - how allegations of peer on peer abuse will be recorded, investigated and dealt with;
 - clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
 - a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
 - recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that children will be victims and boys perpetrators), but that all peer on peer abuse including upskirting is unacceptable and will be taken seriously;
 - the different forms peer on peer abuse can take, such as:
 - sexual violence
 - upskirting (now a criminal offence which typically occurs when a photograph is taken under a person’s clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.
 - sexual harassment. The UK The Board for Child Internet Safety (UKCCIS) Education Group has published advice for schools and colleges on responding to sexting incidents; and initiation/hazing type violence and rituals.

- They will ensure that appropriate filters and monitoring systems are in place to protect children online. They will be careful that ‘overblocking’ will not affect what children can be taught with regards to online teaching and safeguarding.

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- Enhanced DBS checks are in place for Governors
- Any weaknesses in Child Protection are remedied immediately
- Receive and review the annual Safeguarding Report (The Lead Designated member of staff with responsibility for safeguarding will provide a simple report annually to both the SLT and the Board), usually in the final Board Meeting (governors) of the year.
- The Nominated Governor for child protection will be familiar with Berkshire and Buckinghamshire SPA procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor will:
 - Work with the DSL to produce the Safeguarding Policy.
 - Undertake training available for Nominated Governors.
 - Ensure that Child Protection is, as a minimum, an annual agenda item for the Governing Body.
 - Ensure that there is a staff behaviour policy (code of conduct) which includes E-Safety/acceptable use of technology, staff/pupil relationships (including social media)
 - Ensure that appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions should be identified and notified to the correct authorities.

The Headteacher will

- Ensure that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- Allocate sufficient time and resources to enable the Assistant Head Pastoral/DDSL to carry out their role effectively, including the assessment of pupils and attendance at discussions or other necessary meetings and as a member of SLT (made explicit in the job description) takes shared responsibility for safeguarding and child protection.
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures.
- Take lead responsibility for safeguarding and child protection as DSL (including online safety)

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- The DSL, DDSL (EYFS) and designated person onsite for safeguarding out of hours will be contactable all day or night if the need arises.
- Refers a child if there are concerns about a child's welfare, possible abuse or neglect and work with other agencies as required.
- Is appropriately trained and records are kept to show this is updated every two years
- Has overall responsibility for on-line safety
- The DSL and DDSL should be appropriately trained to ensure 'Online safety' of the children and staff in the school. They need to have a working knowledge of SEND and work closely with the SENDCo at Herries.
- Will give regular updates (including informal updates) to staff, in line with the advice including Prevent and online safety.
- Acts as a source of support and expertise to the school community.
- Has an understanding of county or other safeguarding children board procedures.
- Keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file.
- Refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and procedure
- Notifies children's social care if a child with a child protection plan leaves the school, information is passed to the new school by way of the DSL (contact details established and checked in advance via phone and website) and any social worker is informed.

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- Ensures that any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately investigated and followed up.

- Ensures that if a pupil about whom there have been child protection concerns leaves the school that such concerns and school medical records are forwarded under confidential cover to the Designated Person at the pupil's new school as a matter of urgency, ensuring secure transit, and confirmation of receipt, separately from the main pupil file. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN, are aware as required. The original copy of significant documents will be retained at our school and photocopies forwarded as above.

- Attends and/or contributes to Child Protection conferences in accordance with local procedure and guidance

- Coordinates the school's contribution to Child Protection plans
- Develops effective links with relevant statutory and voluntary agencies

- Ensures that all staff sign to indicate that they have read and understood the policy

- Liaises with the Nominated Governor and staff as appropriate

- Keeps a record of staff attendance at Child Protection training

- Provides an annual safeguarding report and audit to Governors

- Makes this policy available to the parents

- At Herries the Designated Safeguarding Lead will take responsibility for training all new staff as part of the induction process on safeguarding.

Deputy Designated Safeguarding Lead

The role-holder will be appropriately trained (records are kept to show this updated every two years including suitable training on online safety) and, in the

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absence of the DSL, carries out those functions as necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all the functions above. They will attend suitable courses with the local authority. The role should be explicit in the job description.

Designated Teacher

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

The Designated Teacher for Looked after and previously looked after children is our SENCO: Mrs Malins (07904 585270). She will work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, she will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. This designated teacher will have appropriate training and the relevant qualifications and experience. Mrs Malins and Mr Grosse would discuss how funding could be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher would promote the educational achievement of previously looked after children. As with designated teachers, on commencement of sections 4 to 6 of the Children and Social Work Act 2017 virtual school heads will have responsibilities towards children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties.

All staff will

- Follow the local Safeguarding Children Board Procedures (MASA)/Local Authority guidance in all cases of abuse, or suspected abuse.
- Attend safeguarding training in school and training provided by external agencies.
- Will attend an induction and read school documents as required. Complete online training programs.

We will therefore

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- Implement and follow this guidance
- Understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children
- Support the child's development in ways that will foster security, confidence and resilience
- Provide an environment in which children and young people feel safe, secure, valued, respected, confident and know how to approach adults if they are in difficulties
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support plans for those children where appropriate
- Ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
- Follow the staff code of conduct at all times

14. Supporting children with Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years.

- Early help can also prevent further problems from arising.
- Effective early help relies upon local agencies working together to identify children, undertake assessments and provide targeted help. Potential need for Early help if a child is disabled and has specific additional needs; has special educational needs (whether or not they have a statutory education, health and care plan); is a young carer; is showing signs of engaging in antisocial or criminal behaviour, including gang involvement and association with organised crime groups; is frequently missing/goes missing from care or from home; is misusing drugs or alcohol themselves; is in a family circumstance presenting challenges for the child such as substance misuse, adult mental health problems and domestic abuse; has returned home to the family from care; is showing early signs of abuse and/or neglect; is at risk of being radicalised.

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We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth. We also 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.

At Herries we will support all children and young people by

- Encouraging the development and self-esteem and resilience in every aspect of life
- Promoting a caring, safe and positive environment
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Care as soon as there is a significant concern
- Notifying Social Care when a Child is privately fostered
- Providing continuing support to a pupil who leaves the school about whom there have been concerns, by ensuring that details and school medical records are forwarded under confidential cover to the DSL at the pupil's new school immediately.

15. Confidentiality

We recognise that all matters relating to Child Protection are confidential and the DSL will disclose personal information about a child to other members of staff on a need to know basis only. However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and all staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another. We will always undertake to share our intention to refer a child to Social Care with her 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 Safeguarding Team or Social Care on this point. We will speak to SPA (MASH) to discuss concerns we may have, but we understand that if they then ask for a name we will disclose those details and it will become a referral.

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16. Supporting Staff

- 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.
- We will support such staff by providing an opportunity to talk through anxieties with the DSL and to seek further support. This could be provided by another trusted colleague or a representative of a professional body.
- We expect our staff to behave professionally. This is part of the induction process. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

17. Allegations against staff

- All 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.
- We understand that a child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the senior member of staff available.
- The person on all occasions will discuss the content of the allegation with the Designated Officer for the Local Authority (LADO), before taking any action.
- If any member of staff is dismissed/removed (or would have been) for any matter pertaining to the safeguarding children, we will make sure the DBS are fully informed. KCSiE 2020 guidance set out when to refer an individual to the Disclosure and Barring Service. It now states: "Referrals should be made as soon as possible and ordinarily on conclusion of an investigation, when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned." When an allegation is made, an investigation will be carried out to gather enough evidence to establish whether it has foundation and sufficient information to meet the referral duty criteria set out in the DBS referral guidance on GOV.UK. Ordinarily, the duty will be met once the disciplinary hearing has been concluded and an outcome reached. If an appeal is raised by the employee we would not await the outcome of the appeal hearing before we refer, unless the appeal hearing could be convened within a short window of time e.g. three to four days. The duty to refer will be triggered at

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the disciplinary hearing stage. Any professional misconduct will be reported immediately to the TRA Local Authority Designated Officer (LADO): 01296 382070 (Allegations against staff) 01628 683202 or 07774 332675. Regulation of the teaching profession, including misconduct hearings, will be handled by an executive agency of the DfE, the TRA.

- If the allegation made concerns the Headteacher himself, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO, without first notifying the Headteacher.
- The school will follow the procedures for managing allegations against staff, as outlined in 'Keeping Children Safe in Education' 2020

This includes the update regarding Supply Teachers and the need to follow the robust procedures in place for safeguarding and not merely stop using the teacher and allow the agency to deal with the issue.

- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO

18. Whistleblowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and appropriate advice will be sought from the LADO or Safeguarding Team where necessary.
- The NSPCC whistleblowing helpline below is available for staff who do not feel able to raise concerns regarding child protection failures internally 0800 028 0285 – this line is available from 8:00 am to 8:00 pm, Monday to Friday: email: help@nspcc.org.uk
- Full details are provided in 7b Whistleblowing policy

19. Physical Intervention/Positive handling (use of 'reasonable force') at Herries.

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There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available here.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The School believes that the adoption of a 'no contact' policy at a school can leave staff unable to fully support and protect pupils. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff should consider the risks carefully recognising the additional vulnerability of these groups.

They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, we reduce the occurrence of challenging behaviour and the need to use reasonable force.

Our policy on 'The Use of Force (Restraint)' complies with DfE guidance on 'The Use of Force to Control or Restrain Pupils. 2010

20. Anti-Bullying

Our policy on the prevention and management of bullying is set out in a separate policy (10a) and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is a safeguarding matter that if left unresolved can become a child protection matter. Our school will take seriously any bullying concerns and both investigate and take action to protect pupils where appropriate. See 7b 'Anti-Bullying policy'

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21. Health and Safety

Our Health and Safety policy (11), reflects the consideration we give to the protection of our children both physically and within the school environment and, for example, in relation to internet use, and when away from school when undertaking school trips and visits. Full details in 11 Health and Safety policy

22. Children with special educational needs

At Herries we recognise that children with special educational needs (SEN/D) can face additional safeguarding challenges. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

This can include

- Assumption that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

23. Types of abuse and neglect

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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

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- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of the other person. It might include not giving the child opportunities to express her 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.
- **Neglect:** the persistent failure to meet the 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 material substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (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.
- **Sexual abuse:** involves forcing or enticing a child 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.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger. All staff

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should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. <https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>

Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse. Up-to-date guidance and practical support on specific safeguarding issues can be found on the TES, MindEd and the NSPCC websites.

School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

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

Annex A to KCSIE contains important additional information about specific forms of abuse and safeguarding issues.

School leaders and those staff who work directly with children must read the Annex.

24. Specific safeguarding issues

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- All staff have an awareness of safeguarding issues - some of which are listed below.

Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

- All Staff are made aware of 'children missing education'

Herries will hold more than one emergency contact number for each pupil. This gives us options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

- All staff are made aware of the potential vulnerability of children 'who have been looked after'. All staff should have the skills, knowledge and understanding to keep previously looked after children safe.

When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

- All staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), 'Banter', gender based violence/sexual assaults, upskirting and sexting. Staff are made clear of our policy and procedures with regards to peer on peer abuse.

- All staff are made aware that safeguarding should focus on young people who are vulnerable of making the transition to gang involvement as well as those already involved in gangs. Staff should be aware of particular risks to young people involved in gangs from violence and weapons, drugs and sexual exploitation.

- Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools can be found on the TES, MindEd and the NSPCC websites. School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- child sexual exploitation (CSE)
- bullying including cyber bullying
- domestic violence (Operation Encompass)
- Drugs
- fabricated or induced illness
- faith abuse

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- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and children (VAWG)
- mental health
- private fostering with a duty to report children living away from home for more than 28 days e.g. friends
- preventing radicalisation
- Sexting
- teenage relationship abuse
- Trafficking
- Child Criminal Exploitation (CCE)

Annex A contains important additional information about specific forms of abuse and safeguarding issues.

25. Online Safety

At Herries our pupils increasingly work online and we recognise that it is crucial to safeguard our pupils from potentially harmful and inappropriate online material. As such we ensure appropriate filters and appropriate monitoring systems are in place. The Headteacher ensures that pupils are regularly taught about internet safety and that outside speakers are regularly invited into school to help keep children informed and safe.

26. Opportunities to teach safeguarding

At Herries we ensure our pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum and computing lessons. This may include covering relevant issues through personal, social, health and economic education (PSHE) and through sex and relationship education. External speakers will be invited to talk to staff, parents and children at regular intervals.

27. Allegations of abuse made against other children (peer on peer/ child on child abuse)

Our staff recognise that children are capable of abusing her peers. In a situation where child abuse is alleged to have been carried out by another child, our child protection procedures should be adhered to for both the victim and the alleged abuser; this means it should be considered as a child care and protection issue for both children. Peer on peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse this could for example include children being sexually touched/assaulted or boys being subject to

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initiation/hazing type violence. In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns

- Domestic abuse - Operation Encompass with Thames Valley Police will send an automated notification email (which is password protected) within 24hrs of seeing a victim to the school with details of:

Date and time of incident

Name and age of child present

Home address and incident address

NICHE occurrence number (the police reference number)

However it will not identify the adults involved, the nature and seriousness of the crimes disclosed (if any) or what the police are doing about it. It is simply sent so schools can be ready to help and support children and families if they are distressed. Schools are not expected to discuss or question the child or parents about the incident, but should be ready to respond and support them if the need arises. Don't make the notification common knowledge but perhaps inform key staff discreetly. This notification does not replace existing Child protection processes and any further concerns should be reported in the usual manner. It can involve an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality

- Child Sexual Exploitation - children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situation by peers who are also under 18
- Harmful Sexual Behaviour - children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others
- Upskirting which is now a form of peer-on-peer abuse and a criminal offence
- Serious Youth Violence - any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19 ie murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth Violence' is defined in the same way, but also includes assault with injury offences.

Serious violence – All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime

We aim to reduce the likelihood of peer on peer abuse through:

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- The established ethos of respect, friendship, courtesy and kindness
- High expectations of behaviour
- Clear consequences for unacceptable behaviour
- Providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe
- Systems (e.g. worry box/ Winston the Worry Monster) for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed
- Robust risk assessments and providing targeted work for pupils identified as being a potential risk to other children and those identified as being at risk

Pupils will be taught to support friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the designated officer using the school's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the designated officer, advice and guidance will be sought from Children's Social Care (First Response) and where it is clear a crime has been committed or there is a risk of crime being committed, the Police will be contacted' Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils, then safeguards will be put in place to promote the wellbeing of the pupils affected and the victim and perpetrator will be provided with support.

Full details are in our procedures for dealing with 'allegations of abuse against staff and volunteers'

28. Dealing with Disclosures

If a pupil asks to speak about a problem, do not promise confidentiality but explain that it might be necessary to consult a colleague

Receive

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Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.

Listen quietly and actively, giving your undivided attention.

Allow silences when needed.

Do not show shock or disbelief but take what is said seriously.

Reassure

Stay calm, no judgements, empathise.

Never make a promise that you can keep what a child has said a secret. Giving reassurance that only those who need to know will be told.

Reassure that they were right to tell you.

React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details. Don't ask leading questions – keep the questions open e.g. 'is there anything else you want to say?' Do not criticize the perpetrator; the student may have affection for him/her. Explain what you will do next – inform designated teacher, keep in contact.

Record If possible make brief notes about what they are actually telling you at the time.

Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can. Use a pupil concern form or safeguarding report form if possible. Try to record what was actually said by the pupil rather than your interpretation of what they are telling you.

Record the date, time, place and any noticeable nonverbal behaviour.

Report

Report the incident to the DSL and do not tell any other adults or students what you have been told. We believe that all concerns that staff have should be taken seriously by the SLT. Never attempt to carry out an investigation of suspected abuse by interviewing the child or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings

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29. Record Keeping

The DSL and DDSL for child protection are responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place. All concerns, discussions and decisions made and the reasons for these decisions should be recorded in writing.

30. Safer Recruitment

Herries School recognises the importance of following recruitment and selection procedures on the appointment of employees and volunteers which help to deter, reject or identify people who might abuse children, or are otherwise unsuited to work with them. Recruitment procedures are carried out in accordance with guidance given in 'KCSIE (September 2020)'.

To ensure safer recruitment, the procedures are designed to:

- Scrutinise applicants
- Verify identity
- Verify academic or vocational qualifications
- Obtain professional and character references
- Check previous employment history
- Ensure that a candidate has the health and physical capacity for the job
- Incorporate a face to face interview
- Include a barred list and Disclosure and Barring Services (DBS) check
- Include an overseas check equivalent to the DBS check for staff appointed directly from overseas
- Verify the applicant's right to work in the UK
- Include a prohibition order check (for those who undertake 'teaching work'*) and also an EEA prohibition check for staff appointed to do teaching work from the EEA other than England
- Include a prohibition from management check (for the headteacher, those who are on the school's leadership team and for teaching heads of department)
- Include, when required, a self-declaration in respect of the Childcare Disqualification Regulations.

* 'Teaching work': a definition is provided in The Teachers' Disciplinary (England) Regulations 2012 and cited at paragraph 404 in the ISI Regulatory Handbook. The school will judge each appointment on a case-by-case basis to determine whether the role includes 'teaching work'.

These procedures apply to all adults who may undertake a regulated activity (unsupervised) with the children in either a paid or voluntary capacity and any

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other staff where KCSIE requires checks to be undertaken. The school will verify that child protection checks and procedures listed above have been successfully undertaken for all staff employed by another organisation and who work with the school's pupils either at the school or on another site. This applies, for example, to staff at a swimming pool or an outward bound activity centre and to visiting staff running activities or undertaking sports coaching, even where such staff are paid directly by the parents.

It is the responsibility of those who work or volunteer at the school, or with the school's pupils at a different venue, to inform the headteacher immediately if, during the time of their engagement with the school, their circumstances change in such a way that they become disqualified from working in childcare, prohibited from teaching or in any other way barred from working with children.

Appendix A a) Part 1 of KCSIE September 2020 which all staff must read

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912593/Keeping_children_safe_in_education_part_1_Sep_2020.pdf

ABUSE OR SAFEGUARDING ISSUE

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

<https://www.gov.uk/domestic-violence-and-abuse>

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

SCREENING & SEARCHING

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

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DFE ADVICE CHILDREN AND THE COURTS

<http://formfinder.hmctsformfinder.justice.gov.uk/ywp-5-11- eng.pdf>

<http://formfinder.hmctsformfinder.justice.gov.uk/ywp-12-17 -eng.pdf>

MOJ ADVICE CHILDREN MISSING FROM EDUCATION, HOME OR CARE

<https://www.gov.uk/government/publications/children-missing-education>

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

CHILDREN WITH FAMILY MEMBERS IN PRISON

<https://www.nicco.org.uk/>

Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice Child Exploitation

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

<https://www.gov.uk/government/publications/child-sexualexploitation-definition-and-guide-for-practitioners>

<https://www.gov.uk/government/publications/safeguardingchildren-who-may-have-been-trafficked-practice-guidance>

DFE AND HO GUIDANCE DRUGS

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

<https://www.gov.uk/government/publications/drug-strategy -2017>

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<http://www.talktofrank.com/>

Talk to Frank website

<http://mentor-adepis.org/>

Website developed by Mentor UK Honour based violence (so called)

<https://www.gov.uk/government/collections/female-genital-mutilation>

<https://www.gov.uk/forced-marriage>

HEALTH AND WELLBEING

<https://www.gov.uk/government/publications/safeguardingchildren-in-whom-illness-is-fabricated-or-induced>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

RADICALISATION

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

<http://educateagainsthate.com/>

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

<https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-children-2016-to-2020>

<https://www.gov.uk/government/publications/violence-against-women-and-children-national-statement-of-expectations>

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<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schoolsand-colleges>

<https://www.gov.uk/government/publications/serious-violence-strategy>

Glossary of acronyms

CCE – Child Criminal Exploitation

CSC – Children’s Social Care

CSE – Child Sexual Exploitation

DBS – Disclosure and Barring Service

DfE – Department of Education

DSL – Designated Safeguarding Lead

DDSL-Deputy Designated Safeguarding Lead

EYFS – Early Years Foundation Stage

FGM – Female Genital Mutilation

KCSIE – Keeping Children Safe in Education

LADO – Local Authority Designated Officer

LCSB – local children’s Safeguarding Board (Now MASA to include police, health and local authority)

MASH – Multi Agency Safeguarding Hub now SPA (Single point of access)

NSPCC – National Society for the Prevention of Cruelty to Children

PSHE – Personal, Social, Health and Economic Education

RBWM – Royal Borough of Windsor and Maidenhead

SEND – Special Educational Needs and Disability

SLT – Senior Leadership Team

SPA - Single point of access

ROLE OF THE HEADTEACHER & DSL

DSL: General
The DSL will take lead responsibility for safeguarding and child protection. They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children. They will advise and support other members of staff on child welfare and child protection matters, and liaise with relevant agencies

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such as the local authority and police. Some safeguarding activities may be delegated to the DDSL although the DSL will retain lead responsibility for the work of the deputy and will ensure it is completed to the highest standard.

Ensure all staff are aware of systems which support safeguarding, explained to them as part of staff induction. This includes: Safeguarding Policy , Staff Code of Conduct, The name of the designated safeguarding lead (RG) and deputy (KS) and how to access them.

Ensure all staff take appropriate action, working with other services as needed and are aware of peer on peer/ child on child abuse, including

- Bullying (and cyber bullying & online safety)
- Gender based violence / sexual assaults
- Sexting & upskirting
- KCSIE latest guidance and WTTSG

Duties and responsibilities - Managing referrals

Refer cases of suspected abuse

Support staff who make referrals

Refer cases to the Channel programme where there is a radicalisation concern
--

Support staff who make referrals to the Channel programme

Refer cases to the Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child
--

Refer cases where a crime may have been committed to the police

Keep detailed, accurate and secure written records of concerns and referrals
--

Training

Ensure staff can raise concerns about poor or unsafe practice and potential failures in the safeguarding regime.
--

Undergo training to develop and maintain the knowledge and skills required to carry out the role
--

Undergo Prevent training and be able to support the school in meeting the requirements of the Prevent duty
--

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Provide advice and support to staff on protecting children from the risk of radicalisation
Undergo training on female genital mutilation (FGM) and be able to provide advice and support to staff on protecting and identifying children at risk of FGM
Report known cases of FGM to the police, and help others to do so
Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role
Obtain access to relevant resources
Organise training for staff in online safety

Raise awareness
Ensure the school's child protection policies are known, understood and used appropriately
Work with the governing board to ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
Ensure the safeguarding policy is available and easily accessible on the website to everyone in the school community
Ensure that parents are aware that referrals about suspected abuse or neglect may be made, and the role of the school
Link with RBWM to make sure staff are aware of training opportunities and the latest policies on safeguarding
Ensure all staff are prepared to identify children who may benefit from early help services or who are suffering, or are likely to suffer, significant harm.
Be alert to the specific needs of children and those with special educational needs
Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them

Other areas of responsibility

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Where children leave, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file
Undertake safer recruitment training and follow best practice e.g. references
Monitor the single central record and ensure it complies with all relevant legislation
Provide safeguarding reports to the governing board
Model best practice and uphold the principles of confidentiality and data protection at all times
Role of the DDSL
Safeguarding responsibilities
<p>Manage referrals:</p> <ul style="list-style-type: none"> • support DSL with cases of suspected abuse to the local authority children’s social care as required; • support staff who make referrals to local authority children’s social care; • support DSL with cases to the Channel programme where there is a radicalisation concern as required; • support staff who make referrals to the Channel programme; • refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and • refer cases where a crime may have been committed to the Police as required.
<p>Work with others:</p> <ul style="list-style-type: none"> • support DSL with regarding issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; • support DSL with the “case manager”, social workers and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member) during investigations • Support DSL with inter-agency working, liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. • Act as a source of support, advice and expertise for staff. • Provide reports for CP meetings • Seek appropriate advice • support DSL to report a child subject to a CP plan who is absent without explanation to the allocated social worker
<p>Training</p> <ul style="list-style-type: none"> • Undergo training & be updated at least every two years. • support DSL to Organise staff CP training • Prevent awareness training. • Stay informed via e-bulletins, meetings any safeguarding developments relevant to role; • understand the assessment process for providing early help and intervention e.g. early help assessments;

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- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to support DSL with effectively when required to do so;
- ensure each member of staff understands our child protection policy and procedures, especially new and part time staff;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and 87 Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Documentation

- Keep detailed, accurate, secure written records of concerns

Raise Awareness

- ensure the school child protection policies are known, understood and used appropriately through regular staff updates at bulletin and during meetings
- support DSL to ensure the school’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing board, providing an annual report
- support DSL with to ensure the child protection policy is available
- support DSL to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection file

Support DSL when children leave the school to organise child protection file for transfer to the new school as soon as possible separately from the main pupil file.

Availability

During term time be available for staff discuss any safeguarding concerns.