

# **SAFEGUARDING & CHILD PROTECTION POLICY**

(This policy applies to the whole school including the EYFS)

## CHILD PROTECTION & SAFEGUARDING POLICY

PLEASE NOTE THAT THE KEY CONTACTS FOR CHILD PROTECTION ARE:

### DESIGNATED CHILD PROTECTION CO-ORDINATOR

NAME: Gareth Davies (Headmaster)

CONTACT NUMBER: 01753 - 882690, email: [head@gayhurstschool.co.uk](mailto:head@gayhurstschool.co.uk)

### DEPUTY DESIGNATED CHILD PROTECTION CO-ORDINATOR

NAME: Mrs J.Terrar, (Head of Junior School)

CONTACT NUMBER: 01753-882690, email: [jterrar@gayhurstschool.co.uk](mailto:jterrar@gayhurstschool.co.uk)

### GOVERNOR RESPONSIBLE FOR SAFEGUARDING

NAME: Mrs A.Hatton, (Governor)

CONTACT NUMBER: 01753-882690, email:

### KEY CONTACTS WITHIN THE LOCAL AUTHORITY

Bucks County Council - First Response Team: 0845-4600 001(out of hours - 0800 999 7677)

[cypfirstresponse@buckscc.gcsx.gov.uk](mailto:cypfirstresponse@buckscc.gcsx.gov.uk)

#### Local Area Designated Officers (LADO):

Mr Jonathan Kempster: 01296 383703 or on [jkempster@buckcc.gov.uk](mailto:jkempster@buckcc.gov.uk)

& Mrs Maria Thompson: 01296 387820 [mthompson@buckscc.gov.uk](mailto:mthompson@buckscc.gov.uk)

Education Safeguarding Advisor      Mrs Therese McAlorum: 01296 382732  
[tmcalorum@buckscc.gov.uk](mailto:tmcalorum@buckscc.gov.uk)

If you have any safeguarding concerns regarding a child and require advice, you should call the Education Safeguarding Advisory Service on 01296 382912

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This Policy applies to the whole school, including the EYFS.

*The School will endeavour to update and remedy any deficiencies or weaknesses in the Child Protection arrangements without delay*

## Introduction

*Child Protection is always a top priority at Gayhurst*

The Governing Body takes seriously its responsibility under section 157 of the Education Act 2002 and the Education (Independent School Standards) (England) Regulations 2014 to safeguard<sup>1</sup> and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our School to identify, assess, and support those children who are suffering harm.

We recognise that all staff<sup>2</sup> and Governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern, with all decisions based on their best interests. The School prohibits the use of Corporal Punishment.

### Legislation and Guidance

This Policy has been developed in accordance with the principles established by the Children's Act 1989 and in line with the following:

- [Working Together to Safeguard Children](#): A guide to inter-agency working to safeguard and promote the welfare of children, March 2015 (2017 Update), which also refers to the non-statutory advice [Information Sharing](#), March 2015
- [Buckinghamshire Safeguarding Children Board Multi-Agency Information Sharing for Children, Young People & Families - Code of Practice](#), August 2017
- [Keeping Children Safe in Education \(KCSIE\)](#): statutory guidance for schools and colleges, September 2016, incorporating the statutory guidance [Disqualification under the Childcare Act 2006 \(updated June 2016\)](#) and referring to the non-statutory advice for practitioners [What to do if you're worried a child is being abused](#), March 2015
- [Early Years and later years \(under-8's\) childcare-disqualification under the Childcare Act 2006](#) (February 2015)
- [Prevent Duty Guidance: for England and Wales](#) (March 2015)

### Aims

The aims of this Policy are:

- To support the child's development in ways that will benefit their welfare and safety, confidence and resilience
- To provide an environment in which children and young people feel safe, secure, valued and respected, confident and know how to approach an adult if they are in difficulties
- To raise the awareness of all Governors, staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse

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<sup>1</sup> Safeguarding (as defined in the Joint Inspector's Safeguarding report) is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare is minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies."

<sup>2</sup> For the purposes of this Policy, "Staff" covers ALL adult staff on site and employed by the school, including teaching, non-teaching, support, temporary, supply, ancillary and peripatetic staff, and volunteers working with children.

- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils
- To develop a structured procedure within the School which will be followed by all members of the school community in cases of suspected abuse
- To develop effective working relationships with all other agencies involved in safeguarding children
- To ensure that all adults within the School who have access to children have been checked as to their suitability. This includes other community users of our facilities
- To provide a framework to underpin the Governing Body's annual review of this Policy and related procedures and the efficiency with which related duties have been discharged

## Responsibilities

At Gayhurst we understand that our responsibility to safeguard children requires that we all appropriately share concerns that we may have about children. We note the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

### Governors

The Governing Body understands and takes full responsibility for safeguarding children at Gayhurst, in line with Part Two of KCSIE. Mrs Anne Hatton is the nominated Governor responsible for Child Protection at Gayhurst and meets termly with the School's Designated Safeguarding Leads. The Governors carry out an annual review of this, the School's *Child Protection Policy*, and procedures with day-to-day issues being delegated to the Headmaster and the appointed Designated Safeguarding Leads.

The Governing Body is responsible for:

- ensuring there is an effective Child Protection Policy in place, the procedures within which are fully implemented in practice in accordance with paragraph 47-51 of KCSIE;
- reviewing the procedures for and the efficiency with which the child protection duties have been discharged;
- ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay; and
- approving amendments to child protection arrangements in light of changing Regulations or recommended best practice

The School is aware that it will be asked, as part of routine inspection, to confirm that they have disclosed to inspectors all instances of action in relation to safeguarding concerns.

## Designated Safeguarding Leads (DSLs)

At Gayhurst there are two appointed Designated Safeguarding Leads (DSLs) who have undertaken the appropriate Designated Senior Person training and “Working Together” training, delivered by the local authority (BSCB), and who undertake other training as recommended by the Local Authority or similar provider at least every two years which meets the requirements of KCSIE. The School makes arrangements to ensure that the DSLs have sufficient time, funding, supervision and support to fulfil child welfare and safeguarding responsibilities effectively.

The DSLs at Gayhurst are the Headmaster, Mr Gareth Davies and Mrs Joan Terrar, Head of Junior School, whose contact details can be found at the front of this policy. The identities of the DSLs are shared with all staff on an annual basis and in induction with each new member of staff when they start. As of November 2017, the Deputy Head has also completed the DSL training and will join the Safeguarding Team to extend his pastoral role.

The DSLs have an agreed job description for their safeguarding roles and key activities and are responsible for:

- Maintaining close links with the Buckinghamshire Safeguarding Children Board (BSCB) (<http://www.bucks-lscb.org.uk>).
- Referring a child who has suffered or is likely to suffer significant harm to BSCB, or referring a child who is in need of additional support from one or more agencies to the local authority’s designated team of officers as soon as is reasonably practical (within 24 hours). **It is important to note that anybody has the right to report a concern, not just a DSL.** A written referral using the Multi Agency Referral Form (MARF) will be faxed/posted/emailed to **First Response**, Buckinghamshire County Council’s Children’s Social Care as soon as possible within the school day.

DSL’s must take care not to impose high thresholds when making decisions about referrals, placing the importance on: a child receiving the right help at the right time to address risks and prevent issues escalating, acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. In the event of a borderline matter where the DSLs are unsure whether to make a referral, they will not undertake to make this decision but will contact **First Response** to discuss any doubts or concerns without disclosing the names of the individuals concerned in the first instance. The School will always give due weight to the views of the professionals and follow what they advise, unless it is considered inappropriate.

The DSLs understand that it is not their duty to investigate an allegation, and doing so may jeopardise any future police investigations.

- Ensuring that all records are kept confidentially and securely (in a locked cabinet) in the Head’s PA’s Office and are separate from pupil records, with a listing of dates and brief entry to provide a chronology. Access is restricted to the Headmaster, Head’s PA and DSLs only (external authorities such as the BSCB, police and ISI may access the files with the Head in attendance).
- Ensuring that an indication of further record-keeping is marked on the pupil records.

- Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process and provides a report which has been shared with parents.
- Ensuring that any absence of two days, without satisfactory explanation, of a pupil currently on the child protection register, is referred to their Education Welfare Officer and/or Social Worker.
- Ensuring that all school staff are aware of the School's *Child Protection Policy* and Procedures, and know how to recognise and refer any concerns.
- The Headmaster will give an annual report to the Governing Body, detailing any changes to the *Child Protection Policy* and procedures, training undertaken by the DSLs and by all staff and Governors, relevant curricular issues, number and type of incidents/cases and number of children referred to Social Care and on the child protection register (anonymised). In addition each term the DSLs will provide oral feedback of current Child Protection issues to the designated Governor at the termly safeguarding meeting.
- Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training at least every two years, provided by the BSCB, the Safeguarding in Education Team or a similar provider.
- In the event of both DSL's being absent from school, the Deputy Head has been identified as the person who will cover this role, having also recently done the Designated person's training and as the member of staff responsible for pastoral care.

### Definition

For the purpose of this document safeguarding and promoting the welfare of children is defined as:

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

### Staff

It is recognised at Gayhurst that the safeguarding and promoting of children's welfare is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Staff must therefore familiarise themselves and comply at all times with this Policy. In addition, all staff and volunteers must have read at least Part One of KCSIE. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns and understand the reality that **it could happen here**. Staff are made aware that anyone (not just the DSLs) can make a referral to the BSCB or LADO if



there is a risk of immediate serious harm to a child, however staff with concerns about a child are advised to speak first to the School's own DSL's, except in exceptional circumstances. Staff members who do make a referral are advised to inform the DSL and Headmaster, as soon as possible.

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

We recognise that children cannot be expected to raise concerns in an environment where members of staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. Please see the School's *Whistleblowing Policy (Appendix D)*. Staff are provided with sufficient opportunity to raise concerns, as children's Behaviour, Academic, Social and Emotional (BASE) needs are always the first item on any staff agenda or briefing. Staff can raise concerns with the DSL/Head at any time.

All school staff should take care that their behaviour or actions do not put themselves in a vulnerable position or at risk of harm or of allegations of harm to a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

The School's *Staff Code of Conduct (Appendix E)* gives advice on how our staff can establish a safe working environment for our pupils and keep themselves safe from being falsely accused of unprofessional behavior.

When away on residential trips staff must take the contact details for at least one DSL (usually the Head) and the First Response contact details.

Staff are asked to plan ahead when undertaking school activities and where possible use school cameras/ i- pads to take photographs. If a member of staff needs to use their own personal mobile device to take images they may do so for teaching, learning or school communication and media purposes. It is expected that they upload the images to the school's network and delete this photo from their own machine as soon as possible.

No personal devices should be used when teaching children in the EYFS or to photograph them.

Where staff are deemed not to have followed safeguarding procedures, the disciplinary process will be followed in accordance with that which is outlined in the Staff Handbook or Contract of Employment.

## Others

All parents/guardians are made aware of the School's responsibilities in regard to Child Protection procedures through publication of the School's *Child Protection Policy* on the school website. A paper copy can be obtained from the school office or will be sent on request.

## Safer Recruitment Practices

Gayhurst follows the government's recommendations for the safer recruitment and

employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. In addition to carrying out safer recruitment procedures as set out in Part Three of KCSIE, members of the teaching and non-teaching staff at the School, including part-time and temporary staff, and visiting staff such as musicians and sports coaches, are subject to the necessary statutory child protection screening before starting work. All Governors, volunteers, and contract staff, e.g. catering staff working regularly during term-time are also subject to the relevant statutory checks. Confirmation is obtained that appropriate child protection screening and procedures apply to any staff employed by another organisation and working with the School's pupils at School or on another site.

The School is aware that it is a criminal offence to allow a person barred from working with children to work at Gayhurst. Our *Recruitment Policy* sets out procedures for carrying out checks on staff suitability, including an Enhanced DBS Disclosure with barred list information, a check of the Secretary of State Prohibition Orders for staff employed as teachers or self-employed as peripatetic staff, and a Disqualification by Association Declaration by staff considered to be within the scope of the guidance, as recommended by the Local Authority and Independent Schools Regulations, KCSIE, and in accordance with current legislation.

The name of any member of staff considered not suitable to work with children will be notified to the Disclosure & Barring Service (DBS), (with the advice and support of Bucks County Council Human Resources) within one month of them leaving the School (Referral address: PO Box 181, Darlington, DL1 9FA, Tel: 01325 953795).

At least one member of any interview panel will have all undertaken 'Safer Recruitment Training'. Please refer to the School's *Recruitment Policy* for further details regarding safer employment practices at Gayhurst.

### Induction and Training

All Governors have received Child Protection training, by completing an online Child Protection Awareness in Education training session, with those currently working in education having received Child Protection training within their own schools. Each Governor will receive refresher training at three yearly intervals as best practice, with in-house Child Protection training offered to them in the interim. In addition, the Governor responsible for Child Protection has also undertaken Safer Recruitment training.

Every new member of staff, including part-timers, temporary, visiting and contract staff working in the School receive appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL or the Headmaster, and, if required, to the main points of local procedures of the BSCB. Child protection training is also given to new governors and volunteers.

All existing teaching staff, non-teaching staff, including part-time staff, governors, temporary, visiting and contract staff receive regular thorough refresher training in line with best practice and advice from the BSCB every three years, with the DSLs receiving appropriate training every two years. In addition, staff receive regular and continuous child protection updates from the DSLs through staff briefings, and also on inset days at least annually and on an as appropriate basis thereafter.

The training the staff of Gayhurst receives covers the following topics, and allows them to be confident that they understand their role in keeping children safe and promoting

the welfare of pupils:

- Understanding the basics
- Recognising child abuse
- Reporting child abuse
- Confidentiality
- Working together

In addition, all members of staff new to our School will be informed of the name and contact details of the DSLs, and will be made aware of the School's policies and procedures, including our *Staff Code of Conduct*, *Whistleblowing Policy*, and other policies related to child protection, as part of their induction into the School.

### Confidentiality

The School recognises that all matters relating to child protection are confidential. The DSLs will disclose personal information about a pupil 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.

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.

The School will always undertake to share their intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, the School will consult with **First Response** the single point of contact for Buckinghamshire's Children's Social Care on this point.

### First Response Contact Details:

Safeguarding children who have suffered or are likely to suffer significant harm ('at risk').

- Phone: 0845 4600 001
- Email: [cypfirstresponse@bucksc.gov.uk](mailto:cypfirstresponse@bucksc.gov.uk)  
[secure-cypfirstresponse@bucksc.gcsx.gov.uk](mailto:secure-cypfirstresponse@bucksc.gcsx.gov.uk)

### Local Authority Designated Officer (LADO):

Safeguarding children who are in need of additional support from one or more agencies ('in need'). Phone: 01296 382070

### Parents

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

### Transparency

Gayhurst prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Gayhurst. This policy, together with the School's other

policies relating to issues of child protection are on the School's website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

## Procedures

In all matters relating to child protection the school will follow the procedures laid down by our own Local Safeguarding Children Board which is Buckinghamshire Safeguarding Children Board (BSCB) ([www.bucks-lscb.org.uk](http://www.bucks-lscb.org.uk)) together with DfE guidance contained in *Working Together to Safeguard Children* and *Keeping Children Safe in Education*.

### Procedures for dealing with allegations or concerns about a child

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

There are currently no looked after children at Gayhurst. In the event of the school acquiring any looked after pupils in the future, the School will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by the Local Authority. This includes ensuring that relevant staff have up-to-date assessment information from the relevant Local Authority, the most recent Care Plan and contact arrangements with parents, and delegated authority to carers, and information available to the DSLs. Staff members will also be alerted to the particular potential vulnerabilities of looked after children.

All members of staff and designated Governors have received detailed instructions on how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. Volunteers are provided with procedural information to allow them to respond accordingly to such disclosures. In particular, all staff, Governors and volunteers will be told:

- the signs of possible abuse
- that confidentiality cannot be promised to a pupil giving evidence
- to provide reassurance and to record the child's statements
- the need to avoid probing or asking leading questions, limit questioning to the minimum necessary for clarification; and not putting words into the child's mouth
- guidance to ensure that their behaviour and actions do not place themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil): volunteer staff will be made aware of annual retraining sessions

Every member of staff is required to report instances of actual or suspected child abuse or neglect to the DSLs. This includes alleged abuse by one or more pupils against another pupil. Where the allegation concerns a DSL the staff member should report the matter directly to the Headmaster (see *Appendix A for Procedures when a Member of Staff faces Allegations of Abuse*, which follows the statutory guidance found in Part Four of KCSIE). If the allegation relates to the Head, then it should be reported immediately to the Safeguarding Governor and Chair of Governors.

We understand that a pupil may make an allegation against another pupil. If such an allegation is made, the member of staff receiving the allegation will immediately inform a DSL or the Headmaster.

All safeguarding concerns should also be reported to the Headmaster. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to BSCB, and where a child is in need of additional support from one or more agencies a referral to First Response, (in line with BSCB procedures) will be made as soon as possible, but most certainly within 24 hours of the safeguarding issue being raised. Whilst this will usually be done by the DSL, **anybody has the right to report a concern**. The School's local authority is Buckinghamshire County Council which operates the Buckinghamshire Safeguarding Children Board (BSCB) (*see contact details above*). All discussions with the LADO or BSCB will be recorded in writing on a MARF (Multi-agency referral form). If it is deemed that a criminal act has taken place the School will contact the police as required.

### Children Missing in Education

All children, are entitled to a full-time education which is suitable to their age, ability, aptitude and any Special Educational Needs they may have. A child missing from education is a potential indicator of abuse, neglect, or radicalisation. Any pupil who fails to attend school regularly, or has been absent with the School's permission for a continuous period of 10 school days, will be reported to the BSCB.

## Support and Prevention

### Promoting Awareness

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

### Supporting Children

We recognise that children may be subjected to physical abuse, emotional abuse, sexual abuse or neglect or any combination of these.

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 themselves and find it difficult to develop and maintain a sense of self-worth.

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

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

Staff should ask themselves:

- Does the child seem 'normal' for his age?
- Do they seem emotionally or socially withdrawn?
- Are they unusually aggressive?
- Has there been a real change in their behaviour?

Possible indicators of Child Abuse can be found in Appendix B.

Gayhurst will support all pupils by:

- By fostering positive relationships between staff and pupils to enable them to voice any concerns they may have.
- Placing a share box in every classroom for children to share their concerns with an adult of their choice, which they can access at any time.
- Encouraging the development of confidence, independence and resilience in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the School.
- 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.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the School by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headmaster at the pupil's new school as a matter of urgency. A photocopy of these records should be kept in a confidential file.
- The option of a counsellor is offered should the school deem it necessary.

### Supporting Staff

We recognise that members of 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 their anxieties with a DSL and to seek further support. This could be provided for all staff by, for example, the Headmaster, by Occupational Health, and/or a teacher/trade union representative as appropriate.

### Physical Intervention/Positive Handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our *Behaviour Policy*. It complies with DfE guidance *Use of Reasonable Force: advice for head teachers, staff and governing bodies* (July 2013) relating to section 93 of the *Education and Inspections Act 2006: The Use of Force to Control or Restrain*. This guidance states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Members of staff who are likely to need to use physical intervention should be appropriately trained.

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

## Prevention

We recognise that the School plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.
- Provide across the curriculum opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

## Child Protection and New Technologies

“ICT is an important part of school life at Gayhurst and the pupils from Year 4 - 6 have occasional access to iPads during lessons as and when they are needed. Awareness of safeguarding online is a vital aspect of PSHE. Particular attention is paid to helping the children understand the best ways to keep safe online, including radicalisation. Age-appropriate lessons about the risks posed through the use of social media will be imbedded into the PSHE curriculum.”

Further information is available in the latest resources promoted by the DfE:

- The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk))
- CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

## The Internet

Please see the School's *Internet Policy* which outlines our purpose in providing access to the Internet and e-mail facilities, and explains how Gayhurst is seeking to avoid the potential problems that unrestricted Internet access could give rise to.

The *Staff Code of Conduct* gives guidance to staff regarding communication with pupils.

Staff are advised to be vigilant when displaying personal details and photographs of themselves in public domains, and to keep a distinction between their professional and their private lives where possible.

## Cyber Bullying

Cyberbullying is a particularly pernicious form of bullying because it can be so pervasive and anonymous. There can be no safe haven for the victim who can be targeted at any time or place. Gayhurst expects all staff and pupils to adhere to the School's *Internet Policy* and the School's *Anti-Bullying Policy* describes the preventative measures and the procedures that will be followed in the event that the School discovers cases of any bullying including cyberbullying.

- Proper supervision of pupils plays an important part in creating a safe IT

environment at School but everyone needs to learn how to stay safe outside the School.

- Gayhurst values all of its pupils equally: it is part of the School's ethos to promote considerate behaviour and to value diversity.
- Bullying and harassment in any form should always be reported to a member of staff. It is never the victim's fault, and he or she should not be afraid to come forward.

### **Mobiles**

Mobile telephones are not permitted in school, except for those pupils in Year 6 who travel to and/or from school unaccompanied, or where permission has been given due to exceptional circumstances. These phones remain in the School Office during school hours. Mobile phones found on pupils during the school day, especially where they are being misused, will be confiscated.

## **Other Policies & Documentation**

This Policy and the Appendices should be considered in conjunction with those policies and documentation already referred to within this document, and in addition with the following related policies and documentation of the School:

- *Anti-Bullying Policy* - acknowledges that to allow or condone bullying may lead to consideration under child protection procedures
- *Behaviour Policy*
- *Complaints Procedure*
- *Data Protection Policy - Pupils*
- *Educational Visits Policy*
- *Equality Policy*
- *Aims of the School*
- *Exclusions and Suspension Policy*
- *Health & Safety Policy* - reflects the consideration we give to the protection of our children both physically within the school environment and when away from the School when undertaking school trips and visits
- *Missing Child Policy* - action to take if a child is missing
- *Pastoral Care Policy*
- *PSHE & Citizenship Policy*
- *Recording Serious Disciplinary Offences Policy*
- *Recruitment Policy and Procedure*
- *Registers Policy - Admissions & Attendance Registers*
- *Staff Code of Conduct*
- *Staff Central Register (SCR)*
- *Staff Employment Handbook*
- *Staff Induction Policy*
- *Whistleblowing Policy*

All Policies are available on the staff shared area of the network, and hard-copies are available on request from the school office ([enquiries@gayhurstschool.co.uk](mailto:enquiries@gayhurstschool.co.uk)).

### **Monitoring and Evaluation of this Policy**



The Governing Body of our School is responsible for ensuring the annual review of this Policy and its implementation and for undertaking an annual review of the procedures and of the efficiency with which the related duties have been discharged. Where the LADO or BSCB considers improvements need to be made to the School's procedures or practice as a result of an allegation or referral, the Governing Body and the School's DSLs will work together with the LADO or BSCB to achieve this without delay.

The School monitors and evaluates its *Child Protection Policy* and procedures through the following activities:

- Governor visits to the School
- Pastoral Meetings
- SLT Meetings
- Termly Safeguarding team meetings

## APPENDIX A

### Procedures when a Member of Staff, Volunteer, Designated Safeguarding Lead or Headmaster faces Allegations of Abuse

Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in Part Four of KCSIE

#### Introduction

Allegations that a member of staff or a volunteer has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- parents
- the abused pupil
- other members of staff
- other pupils
- the Police or Social Services
- a third party

We understand that one or more pupils may make an allegation against a member of staff or volunteer. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headmaster, who will deal with the matter according to procedures below.

If the allegation made concerns the Headmaster, the person receiving the allegation will immediately inform the Chairman of Governors who will consult as above, without notifying the Headmaster first. The Headmaster will normally be suspended for the duration of the investigatory process, and the Deputy Head will be made acting Head until the conclusion of the investigation and resolution of the issue.

If the allegation made concerns a DSL, the person receiving the allegation will immediately inform the Headmaster who will inform the Chairman of Governors on the same day. That DSL will normally be suspended for the duration of the investigatory process, and the remaining DSL will assume all DSL responsibilities until the conclusion of the investigation and resolution of the issue.

An allegation against a member of staff will always go directly to the Headmaster, who will contact the LADO for advice.

If an allegation of abuse is made against any member of staff or volunteer working with children at Gayhurst, all unnecessary delays will be eradicated. The School will not undertake its own investigation of the allegation without prior consultation with the LADO, or in more serious cases, the Police. In borderline cases discussions with the LADO can be held informally and without naming the School or the individual.

#### The First Response

We will respond promptly and sensitively to the concerns of the victim and their family. We undertake to:

- Take any allegation of abuse, involving a member of staff, very seriously
- Contact **First Response** (the single point of contact for BSCB) to seek advice and

- guidance within 24 hours of disclosure or suspicion of abuse
- In the case of serious harm, the Police would be informed from the outset
- Establish the facts before jumping to any conclusion, but without asking leading questions or attempting an investigation which may jeopardise any future criminal investigations by the police
- If deemed appropriate, inform the member of staff concerned honestly of the allegation that has been made
- Advise him or her to contact their Professional Association for advice and support
- Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Services before making contact

### The Next Step

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- Invite the police to conduct the investigation
- Involve the Buckinghamshire Safeguarding Children's Board (BSCB)
- Consider suspending the member of staff (or volunteer) concerned

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

### Support for the Pupil

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Headmaster, together with the DSLs, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, **First Response**, or other agencies involved to identify the support strategies that will be appropriate.

### Suspension

Every effort should be made to ensure that the impact of suspension on a member of staff is as neutral as possible. This is a serious step which needs careful consideration; therefore we will inform the LADO and may also take legal advice beforehand. We will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child
- The allegations are so serious as to constitute grounds for dismissal, if proven
- The police are investigating allegations of criminal misconduct

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached
- Interview a member of staff before suspending him or her
- Keep him or her informed of progress of the investigation

- Inform the member of staff of the reasons and justification for suspension and record the same

The matter will be dealt with in accordance with the Disciplinary Procedures set out in the School's *Staff Handbook and/or Employment Contract*. Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend.

### Alternatives to Suspension

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave
- Giving him or her non-contact duties
- Ensuring that a second adult is always present in the classroom when he or she teaches

### If the Member of Staff Resigns

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

### Referral to the Disclosure and Barring Service (DBS)

Gayhurst follows DBS guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009.

The School plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. The School understands that it has legal duty to respond to any requests for information that we receive from the DBS at any time, but do not have to find any such information from another source.

The School is aware of its legal duty to respond to requests from the DBS for information they hold.

### Referral to National College for Teaching and Leadership (NCTL)

If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the School will consider making a referral to the NCTL and a prohibition order may be appropriate. Advice about whether an allegation against a teacher is sufficiently serious to refer to the NCTL can be found in *Teacher misconduct: the prohibition of teachers*, July 2014.

### Referral to Ofsted - EYFS

As a registered provider of EYFS, the School will notify Ofsted within 14 days of any allegations of serious harm or abuse made against a person working with or looking after children on the school premises, whether the said harm or abuse took place on school premises or elsewhere, or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

OFSTED Safeguarding Children: 08456 404046 (Monday to Friday from 8:00 to 18:00)

### Charity Commission

The School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

### Recording Allegations of Abuse

The outcome of investigation of an allegation will record whether it is substantiated, unsubstantiated, false or malicious. If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

### Handling Unfounded or Unsubstantiated Allegations

#### *The Child*

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with **First Response** to set up a professional programme that best meets his/her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, as well as support from a Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances, we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

A pupil who has been at the centre of a malicious allegation of child abuse may be found to have breached the School's *Behaviour Policy*. Appropriate sanctions will be imposed in line with this and other relevant policies:

- *Disciplinary Procedure Policy*
- *Expulsion & Suspension Policy*

Where it is believed that a criminal offence has been committed, the matter will also be referred to the police.

#### *The Member of Staff*

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of "no smoke without

fire”. If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

Where an allegation is found to have been malicious, any record of the allegation will be removed from that staff member’s personnel file. The School will not refer to any malicious, unfounded or unsubstantiated allegations in any requests for future employer references.

### Confidentiality and Publicity

The School will make every effort to maintain confidentiality and guard against unwanted publicity. We are aware of the restrictions on the reporting or publishing of allegations against staff which apply up to the point where the individual is charged with an offence or the DFE / NCTL publish information about an investigation or decision in a disciplinary case.

### Review

If there has been a substantiated allegation against a member of staff, the Governing Body will work with the LADO to determine whether there are any improvements to be made to the School’s procedures or practice to help prevent similar events in the future.

## APPENDIX B

### Indicators of Abuse and Specific Safeguarding Issues

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm to 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. Staff should be aware of the particular vulnerability of pupils with special educational needs or disabilities.

The NSPCC's child protection fact sheet: *The definitions and signs of child abuse*, which is available on the staff section of the School's intranet, should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse. Staff should also refer to Part One of KCSIE and *What to do if you're worried a child is being abused*, March 2015.

#### Physical Abuse

- injuries that are not consistent with the explanation offered
- injuries not consistent with the child's age and development
- repeated injuries over a period of time
- runaway attempts and fear of going home
- stilted conversation, vacant stares or no attempt to seek comfort when hurt
- describes self as bad and deserving to be punished
- cannot recall how injuries occurred, or offers an inconsistent explanation
- wary of adults or reluctant to go home
- often absent from school
- may flinch if touched unexpectedly
- extremely aggressive or withdrawn
- displays indiscriminate affection-seeking behaviour
- abusive behaviour and language in play
- overly compliant and/or eager to please
- poor sleeping patterns, fear of the dark, frequent nightmares
- sad, cries frequently
- depression
- poor memory and concentration

#### Neglect

- unattended medical and dental needs
- consistent lack of supervision
- consistent hunger
- nutritional deficiencies
- inappropriate dress for weather conditions
- poor hygiene
- persistent (untreated) conditions (e.g. head lice or other skin disorders)
- developmental delays (e.g. language, weight)
- irregular or non-attendance at school - see *Missing Child Policy*
- demands constant attention and affection
- lack of parental participation and interest

- regularly displays fatigue or listlessness, falls asleep in class
- frequently absent or late
- lacks trust in others, unpredictable

### Emotional Abuse

- bedwetting and/or diarrhoea
- frequent psychosomatic complaints, headaches, nausea, abdominal pains
- mental or emotional development lags
- behaviours inappropriate for age
- fear of failure, overly high standards, reluctance to play
- fears consequences of actions, often leading to lying
- extreme withdrawal or aggressiveness, mood swings
- overly compliant, too well-mannered
- excessive neatness and cleanliness
- extreme attention-seeking behaviours
- poor peer relationships
- severe depression, may be suicidal
- runaway attempts
- violence is a subject for art or writing
- complains of social isolation

### Sexual Abuse (it is important to note that no child under the age of 16, can give informed consent to sexual activity)

- forbidden contact with other children
- fatigue due to sleep disturbances
- sudden weight change
- cuts or sores made by the child on the arm (self-mutilation)
- recurring physical ailments
- difficulty in walking or sitting
- unusual or excessive itching in the genital or anal area due to infection(s)
- torn, stained or bloody underwear
- injuries to the mouth, genital or anal areas (e.g. bruising, swelling, sores, infection)

### Sexual abuse in a younger child

- sad, cries often, unduly anxious
- short attention span
- change or loss of appetite
- sleep disturbances, nightmares
- excessively dependent
- fear of home or a specific place, excessive fear of men or women, lacks trust in others
- age-inappropriate sexual play with toys, self, others (e.g. replication of explicit sexual acts)
- age-inappropriate, sexually explicit drawings and/or descriptions
- bizarre, sophisticated or unusual sexual knowledge

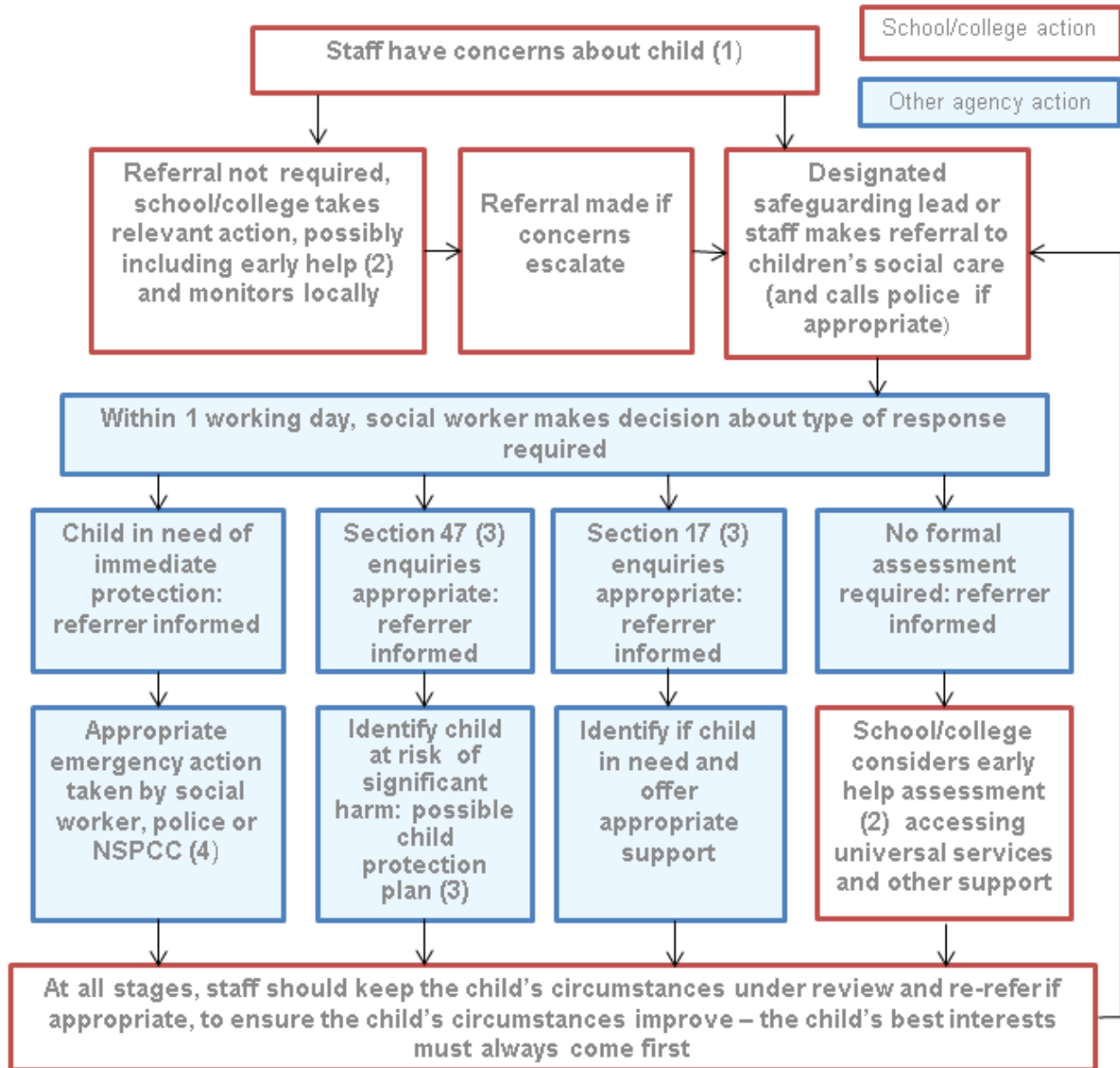


- reverts to bedwetting/soiling
- dramatic behavioural changes, sudden non-participation in activities
- poor peer relationships, self-image
- overall poor self-care

#### Sexual abuse in an older child

- sudden lack of interest in friends or activities
- fearful or startled response to touching
- overwhelming interest in sexual activities
- hostility toward authority figures
- need for constant companionship
- regressive communication patterns (e.g. speaking childishly)
- academic difficulties or performance suddenly deteriorates
- truancy and/or running away from home
- wears provocative clothing or wears layers of clothing to hide bruises
- recurrent physical complaints that are without physiological basis (e.g. abdominal pains, headache, nausea)
- lacks trust in others
- unable to "have fun" with others
- poor personal hygiene
- sexual acting out in a variety of ways

## Actions where there are concerns about a child



### Specific Safeguarding Issues

Staff should make themselves aware of the growing number of specific safeguarding issues that affect children today. Further information about these issues can be found on the TES website, the NSPCC website, and links to government guidance on the issues are available on pages 12-13 of KCSIE.

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

### Peer on Peer Abuse

The School recognises that safeguarding issues can manifest themselves in many ways and can often overlap with one another. Staff should be aware that pupils are capable of abusing their peers, and this abuse can take many forms, including bullying (including cyber-bullying), sexting, sexual assaults, gender-based issues. Abuse can also be one-on-one, or more-than-one pupil against another.

At Gayhurst we are clear that abusive comments and interactions are abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Please see the School’s *Anti-Bullying Policy* for further information. The School’s threshold for dealing with an issue of pupil behaviour or bullying under the *Child Protection Policy* rather than the School’s *Anti-Bullying Policy* or *Behaviour Policy* is where there is ‘reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm’.

Any allegation of peer on peer abuse should be reported in the same way as any other concern or allegation, either to a DSL, or directly to **First Response**. If the allegation is reported directly, staff should also inform a DSL. It would be expected that all pupils involved, whether perpetrator or victim, are treated as being ‘at risk’. Staff familiar to the pupils involved will offer support throughout the investigative process and ensure clear lines of communication between pupils, parents and agencies working together until the investigation is completed. The School will seek advice on confidentiality as necessary from the local agencies or police as appropriate.

### Preventing Radicalisation

The Counter-Terrorism and Security Act, 2015 placed a duty on education provider, in the exercise of their functions, to have regard to the need to prevent people from being drawn into terrorism, “The Prevent Duty”. Mr Davies, Headmaster and DSL, received training on Prevent and this has been cascaded to staff.

If there are concerns about a boy relating to radicalisation, their or their parents’ consent will not necessarily be sought before a referral is made. A “Prevent Duty - Visitor Form” is completed by staff members when individuals/groups are invited in to speak to the pupils, as we try to ensure that our children are not influenced.

### Channel General Awareness

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children’s and youth services and offender management services), the police and the local community to:

- identify individuals at risk of being drawn into terrorism
- assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

If any concerns are identified, then First Response continues to be a first port of call or we can telephone the Police on their non-emergency number of 101. Further advice is also available at the following website: [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

### Child Sexual Exploitation (CSE)

Child sexual exploitation involves exploitative situation, contexts and relationships where young people receive something as a result of engaging in sexual activities, marking out an imbalance of power in a relationship. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of abuse.

### Female Genital Mutilation (FGM) Signs and Indicators

Some indications that FGM may have taken place include:

- The family comes from a community that is known to practice FGM, especially if there are elderly women present in the extended family
- A girl / young woman may spend time out of the classroom or from other activities, with bladder or menstrual problems
- A long absence from school or in the school holidays could be an indication that a girl / young woman has recently undergone an FGM procedure, particularly if there are behavioural changes on her return
- A girl / young woman requiring to be excused from physical exercise lessons without the support of her GP
- A girl / young woman may ask for help, either directly or indirectly
- A girl / young woman who is suffering emotional / psychological effects of undergoing FGM, for example withdrawal or depression

- Midwives and obstetricians may become aware that FGM has taken place when treating a pregnant woman / young woman

**Some indications that FGM may be about to take place include:**

- A conversation with a girl / young woman where they may refer to FGM, either in relation to themselves or another female family member or friend
- A girl / young woman requesting help to prevent it happening
- A girl / young woman expressing anxiety about a 'special procedure' or a 'special occasion' which may include discussion of a holiday to their country of origin
- A boy may also indicate some concern about his sister or other female relative

**Action to take if staff believe a child is at risk of FGM:**

- Any information or concern that a girl / young woman is at risk of, or has undergone FGM should result in an immediate discussion with the DSLs following which a referral will be made to First Response at the Buckinghamshire Children's Safeguarding Board and Police will be informed.
- Gayhurst staff are encouraged to be aware of behaviours which may indicate FGM has, or is about to, take place and, as such, will act accordingly as stipulated above. Comments such as a special ceremony, long unauthorized absences and inability to sit comfortably are usually signs to look out for in addition to those referred to above.

## APPENDIX C - Job Description for Designated Safeguarding Lead



### JOB DESCRIPTION

<b>JOB TITLE:</b>	<b>Designated Officer for Safeguarding &amp; Child Protection</b>
<b>REPORTS TO:</b>	<b>Chair of Governors, Headmaster &amp; Safeguarding Team</b>
<b><u>MAIN PURPOSE:</u></b>	<ol style="list-style-type: none"> <li>1. To oversee the development and implementation of the school's Safeguarding and Child Protection Policy and ensure that all staff are committed to this ethos.</li> <li>2. To co-ordinate relevant training on Safeguarding and Child Protection and ensure that all staff are trained and updated on a regular basis.</li> <li>3. To represent the school at any case conferences and liaise with all/any external agencies as appropriate to help safeguard and keep children safe.</li> <li>4. To lead the school's Safeguarding Team and support any staff who identify any safeguarding concern.</li> </ol>
<b><u>ACCOUNTABILITIES:</u></b>	<ol style="list-style-type: none"> <li>1. To produce the school's safeguarding policy, keep it updated and available to staff and parents.</li> <li>2. To ensure that the current safeguarding policy is always made available on the school website and submitted to the ISI portal.</li> <li>3. To ensure that all staff are made aware of all and any changes to the policy or safeguarding legislation and documentation and ensure that all relevant documentation is accessible on the staff network.</li> <li>4. To ensure that the policy is compliant with local SET procedures and ISI Regulations.</li> <li>5. To ensure that the policy is implemented effectively and understood by all staff and that they demonstrate good practice in this regard at all times.</li> <li>6. To ensure that the school and all employees demonstrate a commitment to the safeguarding and welfare of all children registered at the school at all times.</li> <li>7. To respond appropriately to disclosures or concerns which relate to the well-being of a child. To advise on appropriate actions and keep all relevant evidence.</li> <li>8. To maintain accurate, confidential and up-to-date documentation on all cases of safeguarding and child protection and report where required.</li> <li>9. To work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children becoming looked after and/or suffering significant harm.</li> <li>10. Where required, liaise with statutory agencies and ensure they have access to all necessary information.</li> <li>11. To initiate and refer pupils to outside agencies and co-ordinate referrals.</li> <li>12. To liaise with school staff in initiating multi-agency referrals for pupils.</li> </ol>

13. When appropriate, to act lead professional and coordinate Team Around the Child meetings
14. To support the care of children where their living arrangements are at risk of breakdown.
15. To ensure that all staff understand the importance of listening to children and not asking leading questions.
16. To attend regular training and represent the school at appropriate meetings with the local authority such as Safeguarding in Schools.
17. To coordinate and assist with safeguarding training for all staff and ensure that this occurs on a regular basis.
18. To organise and chair termly meetings of the Designated Safeguarding Team and ensure that all members of the team keep up to date with their training.
19. To contribute to the annual Governors audit on Safeguarding within the school.
20. To ensure that the Safeguarding Policy is reviewed on an annual basis at the AGM of the Trustees.
21. To ensure that the school follows appropriate recruitment procedures to safeguard and protect children.
22. To ensure that all new employees receive safeguarding training and access to the school's policy as part of their induction.

**SUCCESS CRITERIA:**

1. To ensure that there are policies, procedures, systems, structures, resources and personnel in place to promote the welfare and protection of children.
2. To ensure that the policy (and implementation of it) is kept up to date, reviewed annually by Trustees and is current on the school website and consequently compliant at all times.
3. To keep up to date with training and developments relating to safeguarding and child protection and share this knowledge with staff.
4. To keep appropriate records and liaise with all external agencies as needed.
5. To identify children at risk and make timely referrals with appropriate supporting evidence.

Signed:.....  
(Designated Safeguarding Lead)

Date:.....

Signed:.....

Date:.....  
(Governor responsible for Safeguarding)

## APPENDIX D - Whistleblowing Policy

### WHISTLEBLOWING

The School has adopted this policy and the accompanying procedure on whistleblowing to enable members of staff to raise concerns internally and in a confidential fashion about fraud, malpractice, health and safety, criminal offences, miscarriages of justice, and failure to comply with legal obligations, inappropriate behaviour, unethical conduct or breaches of the school safeguarding policy. The policy also provides if necessary, for such concerns to be raised outside the organisation.

#### Elements of the Policy

In accordance with Lord Nolan's Second Report of the Committee on Standards in Public Life and KCSIE, the School's policy on whistleblowing is intended to demonstrate that the School: -

- Will not tolerate malpractice;
- Respects the confidentiality of staff raising concerns and will provide procedures to maintain confidentiality so far as is consistent with progressing the issues effectively;
- Will provide the opportunity to raise concerns outside of the normal line management structure where this is appropriate;
- Will invoke the School's disciplinary policy and procedure in the case of false, malicious, vexatious or frivolous allegations;
- Will provide a clear and simple procedure for raising concerns, which is accessible to all members of staff.

#### Procedure

This procedure is separate from the School's adopted procedures regarding grievances. Employees should not use the whistleblowing procedure to raise grievances about their personal employment situation.

This procedure is to enable members of staff to express a legitimate concern regarding suspected malpractice within the School.

Malpractice is not easily defined and most definitely not limited to safeguarding; however, it includes allegations of fraud, financial irregularities, corruption, bribery, dishonesty, acting contrary to the staff code of conduct, criminal activities, failing to comply with a legal obligation, a miscarriage of justice, acting contrary to the school's safeguarding policy or creating or ignoring a serious risk to health, safety or the environment.

#### Confidentiality

Employees who wish to raise a concern under this procedure are entitled to have the matter treated confidentially and their name will not be disclosed to the alleged perpetrator of malpractice without their prior approval. It may be appropriate to preserve confidentiality that concerns are raised orally rather than in writing, although members of staff are encouraged to express their concern in writing wherever possible. If there is evidence of criminal activity, then the Police will in all cases be informed.



### The Investigation

A member of staff will be at liberty to express their concern to the Head or Deputy or the Bursar. If the whistleblowing is about the Head, then it must be made directly to the Chair of Governors, Caroline Shorten Conn.

Any concern raised will be investigated thoroughly and in a timely manner, and appropriate corrective action will be pursued. The member of staff making the allegation will be kept informed of progress and, whenever possible and subject to third party rights, will be informed of the Resolution. Should the allegation relate to abuse under the terms of the Safeguarding policy the matter will be referred directly to the LADO as detailed in the Safeguarding policy. **All staff are reminded about their absolute duty to refer safeguarding concerns involving a member of staff to the Head and DSL.**

A member of staff who is not satisfied that their concern is being properly dealt with will have a right to raise it in confidence with the Governors directly or through the Clerk to the Governors.

### External Procedures

Where all internal procedures have been exhausted, a member of staff shall have a right of access to an external person/body. This may include (depending on the subject matter of the disclosure) HMRC, the Audit Commission, the Health and Safety Executive and/or the Local Authority Designated Officer (where the disclosure relates to a child protection issue). In the event of the whistleblowing relating to radicalization, then the individual will be referred to Channel, under Prevent guidelines.

Staff are reminded of their duty to press for action by contacting external agencies should they feel that the School is failing to act in relation to a child protection concern.

Staff have an absolute obligation to communicate to the DSL/DDSs any concerns about the behaviour of a colleague which may represent a risk, however small, to the welfare of a child. They are reminded that in so doing, they are not forming a judgement, but are simply exercising professional vigilance.

It should be noted that under the Public Interest Disclosure Act 1998, there are circumstances where a member of staff may be entitled to raise a concern directly with an external body where the employee reasonably believes: -

- That exceptionally serious circumstances justify it;
- That the School would conceal or destroy the relevant evidence; Where they believe they would be victimised by the School; where the Secretary of State has ordered it.

### Malicious Accusations

False, malicious, vexatious or frivolous accusations will be dealt with under the School's Disciplinary Procedure.

### Protection from Reprisal or Victimisation

No member of staff will suffer a detriment or be disciplined for raising a genuine and legitimate concern, providing that they do so in good faith and following the Whistleblowing procedures.

## APPENDIX E - STAFF CODE OF CONDUCT

### GAYHURST SCHOOL STAFF CODE OF CONDUCT POLICY

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This policy has been developed as a result of statutory guidance provided by the Department for Education on Keeping Children Safe in Education (KCSIE) published in September 2016, whereby, *schools are now required to have a staff code of conduct or behaviour policy which should be referred to in the Safeguarding policy. This policy is included in the Safeguarding policy as an Appendix and also is policy in its own right.*

#### Education - a trusted profession

All school staff have a profound and lasting influence on the development and life chances of children and young people. Their knowledge, skill, judgement, creativity and commitment play a vital role in society.

Given the importance of education to children and young people, and society as a whole, it is essential that school staff continue to maintain the highest standards of teaching practice and professional conduct. Staff are also reminded of the personal standards required of teachers as per the teaching standards, an awareness that their behaviour online and in the community reflects on them and their profession.

As members of a skilled and trusted profession, school staff are responsible for reflecting on their own conduct and practice and ensuring that they meet the standards required of them.

At Gayhurst, all school staff are expected to adhere to the following guidance regarding their conduct in the interests of performing their role professionally and with a commitment to keeping children safe at all times and protecting their own integrity.

#### 1 School staff base their relationship with children on trust and respect and:

- follow any school policies, procedures and guidelines on matters such as communication with children, physical pupil contact, behavior management, inclusion, access and equality of opportunity;
- conduct their relationships with children professionally and appropriately both in school and out of school;  
*(It is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if in the case of those over 16, the relationship is consensual.)*
- ensure that any communication with children is appropriate, including communication via electronic media, such as e-mail. Members of staff should not engage in texting and social networking websites with currently or recently departed pupils (up to the age of 18);

- are committed to providing equal opportunities for all children, regardless of their age, gender, sexual orientation, disability, additional learning needs, race, religion or belief.

## **2 School staff have regard to the safety and wellbeing of children in their care**

- comply with policies, procedures and guidelines on matters such as child protection, educational visits or trips, supervision and their own professional and personal conduct;
- take all reasonable steps to ensure the safety and wellbeing of children under their supervision at all times;
- report any incident which may be perceived to breach the established boundaries between registered school staff and children;
- contribute to the creation of a fair and inclusive school environment by addressing discrimination, stereotyping and bullying and the use of any such language that appertains to this;
- identify and address issues at all times that might impact on children's welfare and respond appropriately to any concerns that are raised by children.

## **3 School staff work in a collaborative manner with colleagues and other professionals, and develop and maintain good relationships with parents, guardians and carers**

- behave professionally and with respect towards other school staff and professionals;
- support and collaborate with school staff and other professionals in matters concerning the education and well-being of children;
- follow policies, procedures and guidelines on communication with parents, guardians and carers, including those relating to sensitive areas such as attendance and exclusion;
- develop and maintain good relationships between home and school, respecting the role of the parent, guardian or carer in a pupil's education and promoting the idea of partnership between home and school.

#### **4 School staff act with honesty and integrity**

- comply with policies, procedures and guidelines in respect of the use of school property, facilities, finance and ICT;
- handle school finances and funds correctly, and use school property and facilities appropriately;
- conduct assessment and examination-related tasks with integrity;
- take care to ensure the accuracy of information prior to signing documents;
- represent themselves, their experience, professional position and qualifications honestly.

#### **5 School staff are sensitive to the need, where appropriate, for confidentiality**

- ensure communications with parents, school staff and other professionals comply with policies, procedures and guidelines;
- keep children's personal/educational records secure;
- only disclose confidential discussions where it is appropriate to do so;
- comply with policies, procedures and guidelines regarding the disclosure of pupil information.

#### **6 Teachers take responsibility for maintaining the quality of their teaching practice**

- adhere to the standards for Qualified Teacher Status (QTS) and the Practising Teacher Standards;
- maintain high standards of practice in relation to teaching and learning, classroom management,
  - reflect upon and evaluate their practice as part of their continuing professional development;
  - are open to, and respond positively and constructively to feedback regarding their teaching practice;
  - seek support, advice and guidance where necessary.

#### **7 School staff uphold public trust and confidence in the teaching profession**

- adhere to lawful standards of behaviour, in a manner in keeping with their position as a member of the teaching profession;
- do not engage or incite others to participate in any criminal activity;
- are mindful of their position as role models to children, acknowledging that criminal behaviour may damage trust and confidence in them personally and the teaching

profession as a whole;

- inform their current employer or agent of any “recordable” criminal offence.

## 8 Whistleblowing

- School staff must uphold these standards at all times and ensure that colleagues adhere to them too.

All employees must share a commitment to whistleblowing and reporting any conduct that they

consider inappropriate within the school environment, which threatens the safeguarding of children

or would leave them subject to possible harm. More specific information can be found in the school’s Whistleblowing Policy.

planning, monitoring, assessment and reporting;

- keep their professional knowledge and skills up to date throughout their teaching career;
- maintain an up-to-date knowledge of relevant guidelines and educational developments in their phase of teaching/particular role and teaching in general;