

CHILD PROTECTION & SAFEGUARDING POLICY

(THIS POLICY APPLIES TO THE WHOLE SCHOOL INCLUDING THE EYFS)

P005v24

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Compiled by: Deputy Head

CHILD PROTECTION & SAFEGUARDING POLICY

PLEASE NOTE THAT THE KEY CONTACTS FOR SAFEGUARDING ARE:

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DEPUTY DESIGNATED SAFEGUARDING LEADS

NAME: Mr G. Davies (Head)

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DESIGNATED PERSONS FOR LOOKED AFTER CHILDREN (LAC)

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GOVERNOR RESPONSIBLE FOR SAFEGUARDING

NAME: Mrs Z. Mackinnon (Governor)

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CHAIR of GOVERNORS

NAME: Mr R. Thompson (Chair of Governors)

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KEY CONTACTS WITHIN THE LOCAL AUTHORITY

Buckinghamshire Safeguarding Children Partnership (BSCP) BSCP offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387915 https://www.buckssafeguarding.org.uk/childrenpartnership/ Contact Tracey Ireland
First Response Team (including Early Help, Channel) The First Response Team process all new referrals to	01296 383962 Out of hours 0800 999 7677 cypfirstresponse@buckinghamshire.gov.uk

social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	01296 382070 LADO@buckinbghamshire.co.uk
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education	01296 382817
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	
Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	
Thames Valley Police	101 (999 in case of emergency)
OTHER CONTACTS	
NSPCC	0800 800 5000
<u>Childline</u>	0800 11 11
Kidscape Parent Advice Line (bullying) (Mon-Weds from 9:30am to 2:30pm)	020 7823 5430
Female Genital Mutilation Helpline (NSPCC)	0800 028 3550 fgmhelp@nspcc.org.uk

Samaritans - Helpline	116 123
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fmu@fco.gov.uk
<u>Crimestoppers</u>	0800 555 111
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service	01494 785 552
CEOP (Child Exploitation and Online Protection)	0870 000 3344

This policy should be read in conjunction with the following policies and other policies you feel it would be useful to refer to:

- Anti-bullying
- Attendance
- Behaviour
- Equalities
- SEN/Inclusion
- Health & Safety
- Photography
- E-Safety (including use of social media)
- Staff Code of Conduct
- PSHE
- Whistleblowing
- Safer Recruitment
- Mobile Phone

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CHILD PROTECTION & SAFEGUARDING POLICY

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.

1. Introduction

At Gayhurst, we believe a child centred approach is fundamental to safeguarding and promoting the welfare of every student. A child centred approach means we strive always to keep the child in focus when making decisions about their lives and working together with them, their families as well as partner agencies. All staff are expected to be vigilant to the needs of our students and always act in the best interests of any child so that they have the best outcomes.

We believe clear governance and leadership is central to embedding a safeguarding culture within the school. 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 safeguard¹ 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 or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to Part 1, Part 5 and Annex A of Keeping Children Safe in Education 2020 and have an auditable system in place to evidence this. In addition, all staff are required to read and adhere to the Staff Code of Conduct which governs behaviours expected of them as well as having an understanding of the Behavioural Policy for children and our Attendance Policy.

We recognise that all staff² 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.

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

Gayhurst recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff will remain vigilant and alert to these risks.

¹ *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."*

² *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.*

1.1. Legislation and Guidance

This Policy has been developed in accordance with the principles established by the Children's Act 1989 and 2004 in line with the following:

- [Working Together to Safeguard Children \(WT\)](#): A guide to inter-agency working to safeguard and promote the welfare of children, September 2018 (further updated 2019)
- WT refers to the non-statutory but important advice [Information sharing](#) (2018)
- [Keeping Children Safe in Education \(KCSIE\)](#): statutory guidance for schools and further education colleges, September 2020 [KSCIE 2020 Part 1](#) (to be read by all staff). This incorporates the additional statutory guidance [Disqualification under the Childcare Act 2006](#) (September 2018) and [When to call the police](#)
- [Buckinghamshire Safeguarding Children Partnership Multi-Agency Information Sharing for Children, Young People & Families - Code of Practice](#), August 2017
- [Prevent Duty Guidance: for England and Wales](#) (July 2015) [[updated Prevent guidance](#)]. [The Prevent duty: Departmental advice for schools and childminders](#) (June 2015)
- [What to do if you're worried a child is being abused](#) (March 2015)
- [The use of social media for online radicalisation](#) (July 2015)
- [Sexual Violence and Sexual Harassment between Children - May 2018](#)
- [The Equality Act 2010](#)
- [The United Nations Convention on the Rights of the Child \(UNCRC\) full summary](#)

1.2. Aims

The aims of this policy are:

- To support the child's development in ways that will foster their security, welfare, confidence and resilience, free from discrimination and ensure that they have the best outcomes
- 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 ensure all teaching and non-teaching staff are aware of the need to safeguard and promote the wellbeing of children, identifying the need for early support and intervention and promptly reporting cases of actual or suspected abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure that Gayhurst staff contribute to assessments of need and support plans for those children
- To acknowledge the need for effective and appropriate communication ensuring staff know how and when to share information to protect children in a way that is legal and ethical
- To ensure our school has a clear system for communicating concerns and a model for open communication between children, teachers, parents and other adults working with children.
- To underpin a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.

- To ensure the school have robust systems in place which accurately records safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcome achieved are clearly and accurately recorded and these records are appropriately stored.
- To develop effective working relationships, guided by the Threshold document, with all other agencies involved in safeguarding and promoting the needs of children at our school.
- To ensure that all staff appointed within our school, have been through the safer recruitment process and understand the principles of safer working practices as set out in our Staff Code of Conduct, which stipulates their duty to challenge and report where behaviours of colleagues may have stepped outside of agreed safe practices.
- To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development.

2. Responsibilities

At Gayhurst we understand that it is **everybody's responsibility** to safeguard children. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it immediately to David Bushnell (Designated Safeguarding Lead; DSL) or, in their absence, to the Head or Camilla Ross (Deputy DSLs). In the absence of any of the above, concerns will be brought to the attention of the most senior member of staff on site, which is likely to be any other member of the SLT. Staff understand if there is an immediate risk of harm then they call the police or First Response directly and update the DSL at the earliest opportunity. (See Flow chart attached Appendix F)

- Staff will ensure the child is in a safe place and in receipt of support should this be needed
- Staff will initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern arising
- Staff will then follow this up, making a written report using the school record keeping process
- All concern forms will be completed on the schools Management Information System or passed to David Bushnell and will be stored in a locked filing system. Additional comments and information can also be stored on the school's MIS and members of the DSL team should be notified accordingly
- Staff will ensure the **time and date** of the incident is recorded
- A factual account of the incident including **who** was involved, **what** was said/seen/heard, **where** the incident took place, any preceding information which may have prompted the event
- Staff will sign and date the report giving details of their role within school

The DSL will record when the report was passed to them and what action was taken alongside any outcomes achieved

We note the importance of children receiving early 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. We recognise that our youngest children in the EYFS and those with Special Educational Needs or disabilities can be the most vulnerable.

2.1. Governors

The Governing Body understands and fulfils its safeguarding responsibilities. It will:

- 2.1.1. Ensure the school Child Protection Policy reflects the unique features of the school community it serves and the needs of the students attending its provision. This will be reviewed at least annually.
- 2.1.2. Monitor and evaluate the effectiveness of the Child Protection Policy and be satisfied that it is being complied with.
- 2.1.3. Appoint a Designated Safeguarding Lead (DSL) and deputy who are senior members of staff within the leadership team with the required level of authority. The roles and responsibilities of the DSL and deputy DSL are made explicit in those post-holders' job descriptions.
- 2.1.4. Recognise the importance of the role of the DSL, ensuring s/he has sufficient time, training skills and resources, as necessary to be effective.
- 2.1.5. Ensure measures are in place to have oversight of how Gayhurst's delivery on its responsibilities are exercised and evidenced, following up with the Head any identified gaps in practice or where procedures may not have been followed
- 2.1.6. Recognise the contribution the school can make to helping children and young people keep safe, through incorporation of safeguarding within the curriculum
- 2.1.7. Ensure safe and effective recruitment policies and disciplinary procedures are in place, which adhere to Keeping Children Safe in Education (KCSiE) (Sept 2020) and legislation referred to therein.
- 2.1.8. Ensure the needs of pupils for early intervention and Child Protection, are fully understood and resources allocated to meet identified needs.
- 2.1.9. Requires the DSL to complete an Annual Safeguarding Report for Governors, demonstrating how our school is meeting its statutory responsibilities for safeguarding and promoting the welfare of children, ensuring a copy of this report is shared with the Buckinghamshire Safeguarding Children Partnership/Local Authority within the recommended time frame.
- 2.1.10. It will be the duty of the Chair of Governors (Mr Thompson) to liaise with relevant agencies if any allegations are made against the Head. If there are concerns that issues are not being progressed in an expedient manner, staff /student/parents should escalate concerns directly to the Local Authority Designated Officer (LADO tel; 01296 382070)

2.1.11. The Nominated Governor for Child Protection, Mrs Zilla Mackinnon, must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education.

2.2. The Nominated Governor

The nominated governor will:

- Work with the DSL to produce and review the Child Protection Policy.
- Undertake the training available for Nominated Governors.
- Ensure child protection is, as a minimum, an annual agenda item for the Governing Body.
- Meet regularly with the DSL and Safeguarding Team to review and monitor the school's delivery on its safeguarding responsibilities.

2.3. Designated Safeguarding Team (DST)

At Gayhurst there are three members of staff who constitute the Designated Safeguarding Team (DST), all of whom have undertaken the appropriate Designated Person training delivered by the local authority (Buckinghamshire Safeguarding Children Partnership). They also 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 all on the DST have sufficient time, funding, supervision and support to fulfil child welfare and safeguarding responsibilities effectively.

The main Designated Safeguarding Lead (DSL) at Gayhurst is the Deputy Head, Mr David Bushnell, and he is supported by the Head, Mr Gareth Davies and the Head of Girls Pastoral care, Mrs Camilla Ross, whose contact details can be found at the front of this policy. The identities of the DST are shared with all staff on an annual basis and in induction with each new member of staff when they start.

The DSL has an agreed [job description](#) for their safeguarding role and key activities and is responsible for:

- Creating a culture of safeguarding where children are protected from harm. Ensuring children receive the right help at the right time using the Threshold Document to inform plans for support or protection (see Appendix G for the threshold document and Appendix B for definitions of the categories of abuse).
- Ensuring that staff and pupils are aware of online safety and kept safe in their use of technology at school and on school activities. This requires guidance being given to children on how they can keep themselves safe online.
- Ensuring referrals to partner agencies are followed up in writing, within 24 hrs of initial contact.
- Establishing and embedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, to support timely interventions and allowing prompt follow up, if it is felt the needs of the

student are not being met. This includes use of the Escalation Process found on the BSCP website.

- Ensuring records are up to date and staff are supported to differentiate between fact/ opinion/ hearsay and are maintained in accordance with data protection.
- Ensuring records are stored safely and securely and remain confidential. The DSL will share information on a 'need to know' basis only. All child protection files are held separately from pupil records, with a front sheet and a chronology.
- Creating a culture of safeguarding and vigilance within the school, beginning with ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious, to question behaviours and to "think the unthinkable" if they have concerns for a student.
- Acting as a focal point for staff to be able to discuss and share their concerns, supporting staff to formulate their thinking and be part of planning to address issues raised, liaising with other agencies and professionals to achieve change.
- Being available to staff during school hours and term time for consultation and advice on safeguarding concerns raised. In their absence the DSL will ensure the deputy is available (The DSL and the Deputies are all trained to the same level at Gayhurst).
- Ensuring arrangements are in place to support staff outside of these times if students are off site and accompanied by staff.
- Contributing effectively to multiagency working for the purpose of safeguarding and promoting the welfare of students, participating in Strategy discussions and attending Child Protection Case Conferences, submitting reports to the conference, which will be shared in advance with the parents. Contributing effectively to core group meetings, or other multi-agency planning meetings and contributing to the Framework for Assessments process.
- Providing the Head (if the Head is not the DSL), with an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.
- Meeting regularly (at least termly) with the Nominated Governor to share oversight of safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in delivery noted. Minutes are kept digitally by the DSL and circulated to DSL team members by email.
- Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending relevant training
- Referring to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.

- Retaining overall responsibility for the safeguarding of students although tasks may be delegated to other members of the safeguarding team at the school.

2.4. 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 mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- educating children on how they can keep themselves safe, including online;
- taking action to enable all children to have the best outcomes.

3. Procedures

Our school procedures for safeguarding and protecting children from harm are in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Partnership Child Protection Procedures, “Working Together to Safeguard Children 2018” and “Keeping Children Safe in Education” 2020 and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

We will ensure:

- 3.1.1. We have a designated member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by BSCP. Our Designated Safeguarding Lead (DSL) will be required to update their training in accordance with the Learning Pathway agreed by the Buckinghamshire Safeguarding Children Partnership, updating Designated Person training every two years and inter-agency training in every interim year.
- 3.1.2. We have two members of staff (*Deputy Safeguarding Leads -Gareth Davies & Camilla Ross*) who will act in the DSL’s absence who have also received training for the role of DSL and who will have been briefed in the role.
- 3.1.3. All adults (including supply teachers and volunteers) new to our school, are made aware of the school’s policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under Keeping Children Safe in Education 2020 and the booklet “What to do if You’re Worried a Child is Being Abused”. They will have these explained, as part of their induction into the school.

- 3.1.4. All members of staff are required to attend annual training opportunities arranged or delivered by the DSL, in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed to promote a child's welfare. Staff also receive guidance on how to manage a report of peer on peer sexual violence and harassment and what they should do with any such information. Staff are supported to further develop their understanding as mechanisms are in place to enhance this via regular team meetings, newsletters and e mail updates.
- 3.1.5. All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through this Policy which is available on our website. Hard copies are also available from the school office.
- 3.1.6. Through our Attendance Policy, we have in place a robust system for monitoring attendance and will act to address absenteeism with parents and pupils promptly to effect change and identify any safeguarding issues arising.
- 3.1.7. All children attending our school are required to have a minimum of two identified emergency contacts, this is to support prompt communication in the event of a serious incident or a child missing from school
- 3.1.8. On the first day of any absence, the parent/guardian is required to notify the school office at their earliest convenience and preferably by the end of registration at 8:45am. Should this not occur then the school will contact one of the emergency contacts to establish the whereabouts of the child and ascertain why they are not at school.
- 3.1.9. Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported to the local authority as a Child Missing in Education using the CME Protocol.
- 3.1.10. Any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.
- 3.1.11. Parents must inform school if there are any changes to where a student will be living. School has a mandatory duty to inform the local authority via the First Response Team, if a child under the age of 16 years, lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement
- 3.1.12. In the event of concerns not being resolved after the first point of contact, the school may wish to activate escalation procedures in association with First Response or Social Services. We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.

- 3.1.13. Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. This includes the purpose of the letting when for religious or political reasons
- 3.1.14. Community users organising activities for children are made aware of and required to demonstrate their understanding of the need for compliance with the school's child protection guidelines and procedures, as part of their use of our facilities.
- 3.1.15. The school operates Safe Recruitment practices and procedures including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation.
- 3.1.16. We apply the same level of scrutiny to staff employed via an agency, ensuring their identities, qualification and suitability to work safely with children.
- 3.1.17. Allegations against members of staff should be made to the Head in the first instance, who will then refer on to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) or Teacher Regulation Agency (TRA) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The school recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.
- 3.1.18. Our procedures are reviewed and updated annually as a minimum.
- 3.1.19. The names of the DSL and Designated Safeguarding Team are clearly displayed around the school in appropriate locations including Reception and the staff room. All members of the team will be available during school hours and term time to support safeguarding within our school.

3.2. 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 BSCP. The school's attendance policy details what expectations we have of pupil attendance and what actions will be taken if these expectations are not met or if a child is absent without authorisation.

4. Support and Prevention

We recognise school plays a significant part in the prevention of harm to our students by providing effective lines of communication with trusted adults, supportive friends and an ethos of protection. We include within this the emotional wellbeing of our students and recognise the role school plays in identifying vulnerability and preventing the political indoctrination of pupils either by self-radicalisation or through exposure to extremist views.

- 4.1.1. We ensure the Prevent Duty to protect young people from radicalisation and extremism is always a focus for school staff and visiting speakers, who we supervise closely. At our school we view this as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified, invariably this will require us to work with partner agencies to support and protect the vulnerable student.
- 4.1.2. Concerns regarding the conduct or behaviour of a student, where it is believed they are vulnerable to extremism, will follow the same process of reporting as with any other safeguarding concern. A referral will be made to the First Response Team and passed by them to the Channel coordinator.
- 4.1.3. All school staff are required to attend training to support them to identify a range of safeguarding and child protection matters, helping them to recognise and respond appropriately should concerns arise, supporting them to act on or escalate concerns.
- 4.1.4. Whilst a central part of our work with students is to support them to stay safe whilst on-line, we also have in place appropriate web filtering systems so that young people cannot view potentially extreme material, which we also monitor.
- 4.1.5. We recognise some students because of their life experiences or additional needs including SEN, may be disproportionately affected by the behaviours of their peers or vulnerable to the influence of others. We will work in partnership with colleagues in other agencies to promote the wellbeing of this cohort of students

The school community will therefore:

- 4.1.6. Establish and maintain a safeguarding ethos, which is understood by all staff, enabling students to feel secure. Ensuring all students know there are staff in the school whom they can approach if they are worried or in difficulty. Encouraging students to share their worries either in person or through the 'share box', knowing that they will be listened to.
- 4.1.7. Receive focused annual training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and includes issues such as FGM, themes of exploitation and management of sexual violence and sexual harassment.

- 4.1.8. Understand safeguarding and protection of students has to be viewed within the context of the students lived experience and the factors around him/her which may impact on this; friends, family school and their community
- 4.1.9. Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn to for help.
- 4.1.10. Ensure staff work effectively with partner agencies to seek advice support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet.
- 4.1.11. Be sensitive and alert to the possibility of the risk some children's behaviours may pose to their peers. Staff will be supported by the DSL to assess and act on concerns highlighted to ensure school remains a safe place to learn.

4.2. Supporting Children

We recognise the young minds of our students can be vulnerable and may be exploited by others, therefore staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism, grooming or indoctrination and report concerns via our child protection procedures.

- 4.2.1. 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 therefore take our responsibilities seriously
- 4.2.2. 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. Research also tells us that children with special needs are at an increased risk of abuse. Changes in mood, patterns of behaviour, injury and responses to stimulus around them may be wrongly attributable to their disability. Staff are therefore trained to **question behaviours** and be **professionally curious** about changes noted, all staff are required to be prepared to “think the unthinkable”, raise the concern and ensure safeguards are in place. We recognise children with communication difficulties may be especially vulnerable and for this reason we link behaviour with safeguarding, “listening to behaviours” acknowledging not all children will be able to verbalise what may be troubling them
- 4.2.3. Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of students, which may indicate they are at risk of radicalisation.

- 4.2.4. The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual. Our admissions process will therefore ask for proof of identification and who has parental responsibility for a student. We require parents/carers to update contact details and alert us to changes of address or care arrangements as soon as is practicable.
- 4.2.5. Through training, staff are aware that children's behaviours may pose a risk to their peers, behaviours may range from bullying to those which are sexually abusive.
- 4.2.6. Through our policies, assemblies and curriculum, children are encouraged to reflect on such behaviours that are positive and respectful to one another. They should understand how to use technology in appropriate ways and that unkind behaviour, exclusion, discrimination, peer abuse and/or any sexual abuse or harassment will not be tolerated and certainly considered acceptable as banter.
- 4.2.7. All allegations will be investigated by the teacher who encounters the problem in the first instance and they will be supported by a member of the SLT if required. Support will be given to both the victim and instigator as necessary

Our school will support all pupils by:

- 4.2.8. Encouraging the development of confidence(self-esteem), independence and resilience and critical thinking in every aspect of school life including through the curriculum.
- 4.2.9. Promoting a caring, safe and positive environment within the school.
- 4.2.10. Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer.
- 4.2.11. Liaising and working together with all other support services and those agencies involved in the safeguarding of children and using the expertise and resources of colleagues in other service areas to promote the welfare of students.
- 4.2.12. Ensuring staff work with Prevent Officers and the Channel Panel to support and safeguard if a student is thought to be vulnerable to or espousing radical political ideologies.
- 4.2.13. Liaising with the parent/carer, GP to ensure that an appropriate care plan is in place if a pupil has medical needs.

- 4.2.14. Developing a good working knowledge of the Threshold Document and how it can be used to safeguard and promote the wellbeing of students, informing the notification to Social Care (First Response) as soon as there is a significant concern.
- 4.2.15. Ensuring that a named teacher is designated for Children Looked After and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. We will work with the Virtual Schools Team to support the educational attainment for children looked after at our school.
- 4.2.16. Staff are sensitive to the needs of children who are “looked after”, recognising they are likely to have encountered difficulties and challenges which may mean they are disproportionately affected by the behaviours of their peers, e.g., teasing, bullying or when negotiating relationships.
- 4.2.17. Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.
- 4.2.18. 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 Designated Safeguarding Lead at the pupil’s new school as a matter of urgency/ within the first term.
- 4.2.19. Our school has a Work Experience Policy and procedures which comply with national and local guidance and which are regularly reviewed and updated.
- 4.2.20. We are committed to our responsibilities for the safeguarding of pupils who are educated off site or who are in alternative provision and work with Bucks County Council to monitor and review this.
- 4.2.21. At our school we work hard to understand the impact on children of living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence and know that the child/ren might experience abuse or neglect as a result of these difficulties.
- 4.2.22. The DSL along with the rest of our staff have received training to recognise and respond appropriately should suspicions arise. Ensuring signs and indicators are progressed to inform plans of support.
- 4.2.23. Pupils are encouraged to seek help and support and are provided with information about how to access this, if they are encountering problems at home or elsewhere.
- 4.2.24. Whilst we strive to work together with families, staff understand that sharing information with parents may not always be appropriate and ensure that decisions of this nature are made in partnership with Children’s Social Care or the police.

5. Confidentiality

- 5.1.1. We recognise that all matters relating to child protection are confidential.
- 5.1.2. The Head or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only. This will be governed by BSCP Information Sharing Protocols.
- 5.1.3. All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.1.4. Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Lead and securely stored only in the designated location within the school, separate from the pupil records.
- 5.1.5. Provision is in place for the information to be accessed, in the absence of the DSL, in an emergency.
- 5.1.6. All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another. Staff will however reassure the child that information will only be shared with those people who will be able to help them and therefore need to know
- 5.1.7. We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents /carers, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the ESAS or Social Care on this point.
- 5.1.8. In the event of a child disclosing abuse staff will;
 - Listen to the child. Allowing the child to tell what has happened in their own way, and at their own pace. Staff will not interrupt a child who is freely recalling significant events.
 - Remain calm. Be reassuring and supportive but will endeavour to not respond emotionally.
 - Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Staff are trained to use TED; Tell, Explain, Describe.
 - Make an accurate record of what they have seen/heard using the schools record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child as possible Staff will not substitute anatomically correct names for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically
 - Reassure the child that they did the right thing in telling someone; they will reassure the child that they have not done anything wrong.

- Staff will explain to the child what will happen next and the need for the information to be shared with the DSL
- In the unlikely event the DSL and deputy DSL not being available, staff are aware they must ring First Response for advice.
- **If there is immediate risk of harm to a child Staff will NOT DELAY, and will ring 999**
- The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded

6. Supporting Staff

- 6.1.1. We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- 6.1.2. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Head or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- 6.1.3. We have a Code of Conduct for staff at our school (Appendix E). This forms part of staff induction. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.
- 6.1.4. All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff Code of Conduct.
- 6.1.5. 6.5 We recognise that our DSL(s) should have access to support (as in 8.2 above) and appropriate workshops, courses or Forums as organised by the County Council.

7. Allegations against staff

- 7.1.1. All school staff and others who are not employed by the school but who work with our children (such as peripatetic 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. There should be no 1;1 contact between staff and students which is not “open to the casual observer”.

- 7.1.2. Staff should be aware of the school's behaviour/discipline policy/Code of Conduct. This can be found within employment contracts.
- 7.1.3. We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Head or the most senior teacher if the Head is not present.
- 7.1.4. The Head/senior teacher on all such occasions should immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action. Guidance on this can be found in Appendix A.
- 7.1.5. The Head/Senior Teacher will;
- Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace
 - Follow all advice given by the LADO relating to supporting the child or young person making the allegation, as well as other children and young people connected to the organisation
 - Ensure feedback is provided to the LADO about the outcome of any internal investigations within your agency
- 7.1.6. If the allegation made to a member of staff concerns the Head, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO (as above) without notifying the Head first.
- 7.1.7. The school will follow the County Council's procedures for managing allegations against staff, a copy of which can be found in the Head's PA's Office with additional information provided in Appendix A.
- 7.1.8. Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO in making this decision.
- 7.1.9. If a suspension is made, restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.
- 7.1.10. Our lettings agreement for other users requires that the organiser will follow the County Council procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

8. Transfer of Risk

Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must inform the Head without delay. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children or young people.

9. Whistleblowing

- 9.1.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. For this reason, we have a Whistleblowing Policy which can be found in Appendix D. Staff are required to familiarise themselves with this document during their induction period and regularly thereafter.
- 9.1.2. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Chair of Governors or the Local Authority Designated Officer (LADO). See flowchart attached Appendix H for Allegations Against Staff.

10. Physical intervention/Positive handling

- 10.1.1. On occasions, it may be necessary to use physical intervention or positive handling strategies to calm a situation and preserve the safety of individuals, groups and staff. Gayhurst staff are aware that the use of such strategies could potentially lead to allegations against them. Therefore, staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.
- 10.1.2. Physical intervention must only be used by members of staff who have received appropriate training and only if the action taken 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*.
- 10.1.3. Headteachers and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- 10.1.4. If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 10.1.5. Any use of force or restraint will be recorded and signed by a witness. The parent/carer will be informed of the incident.

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

11. Anti-Bullying

11.1.1. At our school, we have an agreed definition of bullying which is "Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally". This definition is clearly stated within our Anti-bullying policy to help students, staff, parents understand what we interpret the term bullying as.

11.1.2. We have an Anti-Bullying Policy and measures in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

11.1.3. This policy is available to all staff, parents and carers and pupils. The policy is written in language that is accessible to pupils. The policy is shared on our school website and available in hard copy from the school office on request.

11.1.4. Staff, pupils and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Policy and is included below for reinforcement.

12. Cyber Bullying

12.1.1. 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.

12.1.2. Staff and pupils should understand that abuse can take place wholly online or that technology may be used to facilitate offline abuse.

12.1.3. 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.

12.1.4. Gayhurst values all of its pupils equally: it is part of the School's ethos to promote considerate behaviour and to value diversity.

- 12.1.5. 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.

13. Racist Incidents

Racist incidents will be not be tolerated at all within the school and will be dealt with sternly, with parents also notified of any behaviour of this nature. Gayhurst acknowledges the serious nature of these events and their impact on the individual/group of students involved including those who may witness the incident. All incidents will be taken seriously and consideration will be given as to whether a multi-agency approach using child protection procedures is required.

14. Health and Safety

- 14.1.1. We recognise the importance of safeguarding pupils throughout the school day. Our 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.
- 14.1.2. Our IT policy presents guidance on keeping children safe online, something which is reinforced within computing and PSHE lessons.
- 14.1.3. Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day, a process that is being simplified with most if not all drop off occurring at the front of the school. Parents are expected to inform a teacher or the school office if there is to be a change in the arrangement of collection for their children.
- 14.1.4. Parents must drop and collect children in the Dining Room when using Breakfast and Supper club.
- 14.1.5. Staff who support children during unstructured time such as break and over the lunch period are required to operate in line with the school's Supervision Policy and are encouraged to remain alert to signs of concern or vulnerability, ensuring pupils feel safe.
- 14.1.6. Our school site is secure. All staff are aware of areas in the school where potential vulnerability may exist for pupils such as toilets and changing rooms. Our Supervision Policy provides guidance to address safety in these areas, particularly when children are changing for games for example.
- 14.1.7. In the event of a student going missing during the course of the school day we will carry out immediate checks to ensure the student is not on site, staff will then make contact with the student's parents and inform the police

15. E-Safety

15.1.1. All staff are aware of the school IT policy which sets out our expectations relating to e-safety and safer internet use:

- Creating a safer online learning environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on line, question the information they are accessing and support the development of critical thinking
- Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours on line which may make students vulnerable including sexting
- Use of mobile technology both within school and on school trips/ outings
- Use of camera equipment, including camera phones
- What steps to take if there are concerns and where to go for help
- Staff use of social media as set out in the Staff Code of Conduct.

15.1.2. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes sexting and image exchange under threat or use of coercion.

15.1.3. Students, staff and parents are supported to understand the risks posed by the **CONTENT** accessed by students - their **CONDUCT** on line- and who they have **CONTACT** with in the digital world.

15.1.4. We have a separate mobile phone and camera policy which sets out the acceptable use of mobile and other technologies by staff and pupils whilst onsite, particularly for those staff working in the EYFS or with EYFS aged children. This includes sanctions which will be applied when these boundaries are not adhered to. In general, only school digital cameras and ipads can be used within EYFS settings and mobile phones are not permitted in teaching areas because of the greater risk to and vulnerability of our youngest children.

15.1.5. Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our students.

15.1.6. Students at Gayhurst are supported and educated in being safe online. The school proactively communicates with parents encouraging steps to be taken at home to ensure safe online use. The school website houses an 'online safety' page for ease of access to this advice.

15.1.7. During periods of online learning, lessons are recorded where possible and if 1:1 teaching, there is a requirement that this takes place. Regular communication with home takes place and any online concerns are reported to the DST.

16. Sexting

‘Sexting’, also referred to as ‘youth produced sexual imagery’, is one of a number of ‘risk-taking’ behaviours associated with the use of digital technologies, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with ‘online’ activity can never be completely eliminated.

16.1.1. Staff, pupils and parents are informed to understand that the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes imagery of pupils themselves if they are under the age of 18.

16.1.2. Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication ‘Sexting in Schools and Colleges’ produced by the UK Council for Child Internet Safety. This requires us to share reports of sexting with the police

17. Cultural Issues

As a school we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.

17.1.1. As a staff team we are aware of the harm to children that can be caused by practices linked to culture, faith and beliefs. We promote awareness through training and access to resources.

17.1.2. Staff will report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

17.1.3. We support students, via targeted sessions and delivery through our curriculum, to understand that some aspects of cultural or religious practice and beliefs could cause harm and they should turn to someone they trust or an organisation such as ChildLine for help and support.

17.1.4. We make links with local services and community organisations to provide support and helpful information on what is safe and unsafe practice within the culture/faith groups of our school community.

17.1.5. At Gayhurst, we are aware of the range of practices and belief which can be classified as honour based abuse, we include within this female genital mutilation, forced marriage and breast ironing. Whilst this may be a part of a long held tradition within communities we categorise this as child abuse and will act according to our child protection processes to safeguard the pupil concerned.

- 17.1.6. Teachers at our school understand there is a legal duty to report known cases of FGM to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information Department for Education and Home Office](#)
- 17.1.7. Gayhurst understands the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some students due to capacity or additional learning needs may not be able to give an informed consent and this will be dealt with under our child protection processes.
- 17.1.8. We recognise both male and female pupils may be subject to honour based abuse e.g. where young people's cultural background are at odds with their behaviours such as homosexuality, under-age sex, relationships or life style choices.
- 17.1.9. We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff, any suspicions or concerns for forced marriage are reported to the DSL and the Forced Marriage Bureaux as well as First Response.
- 17.1.10. Staff understand that whilst we try always to work in partnership with families, sharing information with a parent or member of the family is not appropriate in some instances where there may be cultural differences of opinion on abuse. Staff will report concerns to the DSL who will liaise with First Response, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the pupil.

18. Retention of Records

- 18.1.1. When a disclosure of abuse, or an allegation against a member of staff or volunteer, has been made, our school will have a record of this. These records will be maintained in a way that is confidential and secure, in accordance with our Data Protection Policy and Data Protection Legislation
- 18.1.2. There is a statutory requirement for our school to pass any child protection records to the student's next school. We are required to have an auditable system in place to evidence we have done so. Any transfer of records will be carried out within the bounds of confidentiality. We are also required to retain a copy of any child protection records we generate until the student reaches the age of 25 yrs. These records will be stored securely.
- 18.1.3. If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. This record will be kept by the school until normal retirement age of the staff member involved, or 10 years after the allegation if longer. This record will include a clear outcome, including when cases have been investigated and found to be without substance.

- 18.1.4. For cases in which an allegation has been proven to be false, unsubstantiated or malicious, the allegation will not be included in employer references, even if that person has been the subject of repeated allegations.
- 18.1.5. In the instance of repeated allegations however our school retains the right in the interest of safeguarding students to retain a record of concern³
- 18.1.6. We have a system for reviewing our archiving of information held and will only retain information for the agreed time span. All information will thereafter be disposed of via confidential waste management

19. Use of Photography

We will often use photographs and film to capture achievements, monitor a child development and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in. Via our website we like to be able to share these events with parents. We are however mindful of the safety of our students

- 19.1.1. As confirmed in the Data Protection Act, our school will ensure written consent is sought from the parent or carer of any child under the age of 18 *before* any photographs are taken. If consent is given, we will make a clear agreement with the parent or carer as to how the image will be used (*for example, in a school brochure or website*) and how widely (*as part of a school's newsletter for all parents, on the child's individual development record etc*) Our agreement with parents and students includes how images will be stored, how long they will be stored for and how they will be disposed of
- 19.1.2. Due consideration will be given to the appropriateness of clothing and posture, and details such as a child's name or age will not be shared unless integral to the use of the image (*such as the acceptance of an award*) in particular when additional identifiers (i.e. a school or uniform logo) are being shared
- 19.1.3. We acknowledge the right of parents and students to withhold or withdraw consent at any point in time of the duration the student is at the school

20. Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy and implementation of safeguarding procedures, and for reporting back to the Buckinghamshire County Council. The date the next review is due is published on the front cover of this policy.

³ Safeguarding Children: dealing with low-level concerns about adults - Farrer & Co Adele Eastman and Katie Rigg, May 2017

21. Appendix A - Procedures when a Member of Staff, Volunteer, Designated Safeguarding Lead or Head 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

21.1. 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 Head, who will deal with the matter according to procedures below.

If the allegation made concerns the Head, the person receiving the allegation will immediately inform the Chairman of Governors who will consult as above, without notifying the Head first. The Head 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 or Deputy DSL, the person receiving the allegation will immediately inform the Head 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 DSLs 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 Head, 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.

Outside of school duties

The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may

- pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

21.2. 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 BSCP) 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

21.3. 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 Child Partnership (BSCP) & LADO
- 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.

21.4. 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 Head, together with the DST, 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.

21.5. 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.

21.6. 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

21.7. 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.

21.8. 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.

21.9. Referral to Teaching Regulation Agency (TRA)

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

21.10. Referral to ISI and/or Ofsted - EYFS

As a registered provider of EYFS, the School will notify ISI/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)

21.11. 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.

21.12. 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.

21.13. Handling Unfounded or Unsubstantiated Allegations

21.13.1. 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, such as the Exclusion Policy.

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

21.13.2. 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.

21.14. Confidentiality and Publicity

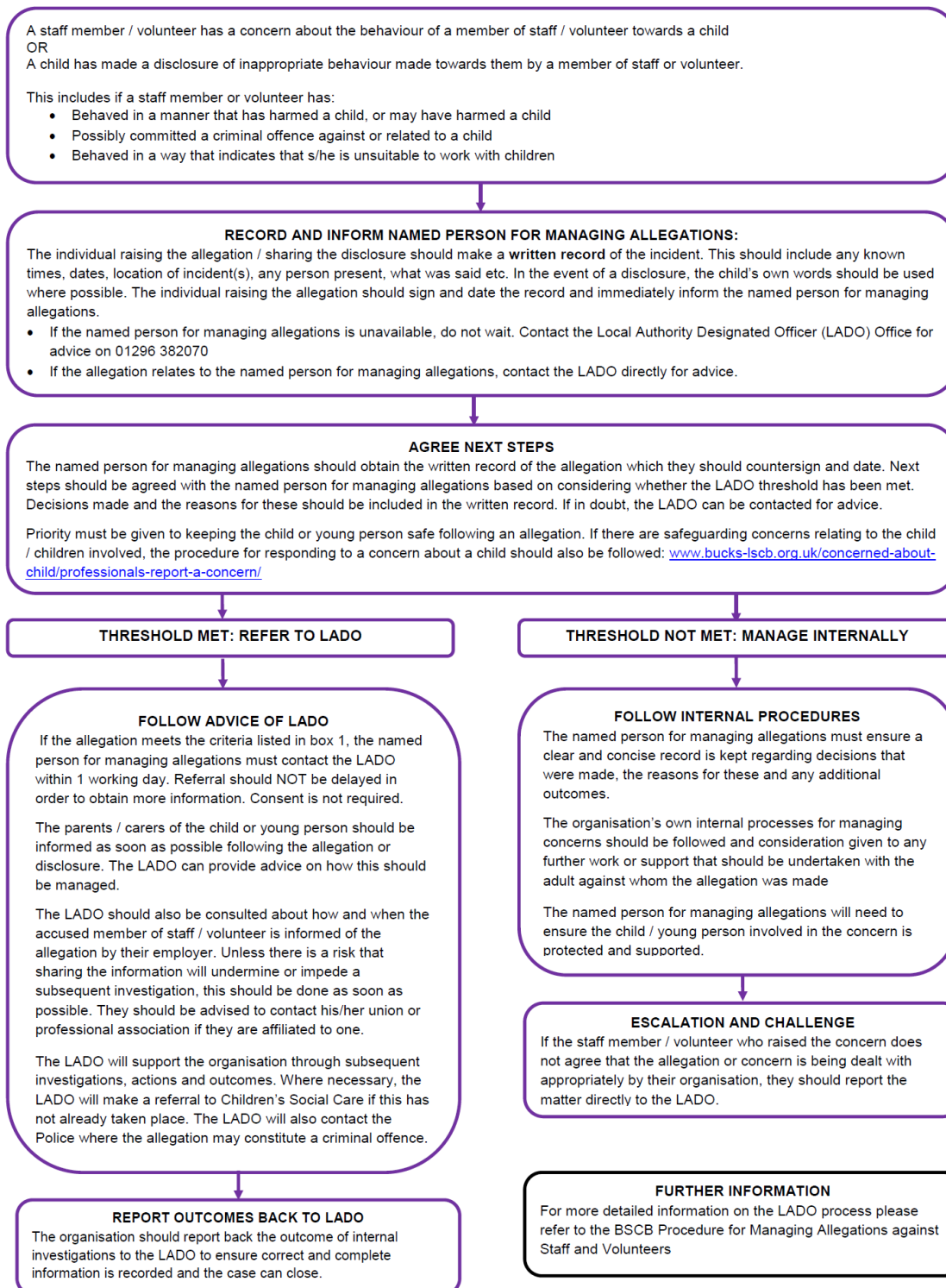
The School will make every effort to maintain confidentiality and guard against unwanted publicity. We are aware of the restrictions on the reporting or publishing of allegations against staff which apply up to the point where the individual is charged with an offence or the DFE / TRA publish information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

21.15. 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.

22. Appendix B - Buckinghamshire Safeguarding Children Partnership Flowchart for Allegations Against Staff

What to do if you are concerned about the behaviour of a staff member or volunteer towards a child or young person



23. Appendix C - Indicators of Abuse and Specific Safeguarding Issues

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

23.1. Categories of Abuse

Child abuse is a form of maltreatment. 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children 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.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

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

production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: a. provide adequate food, clothing and shelter (including exclusion from home or abandonment) b. protect a child from physical and emotional harm or danger c. ensure adequate supervision (including the use of inadequate caregivers) d. ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation

Exploitation is a form of child abuse and may take a number of forms

Child Sexual Exploitation

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Extremism

Extremism goes beyond terrorism and includes people who target the vulnerable - including the young - by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

County Lines

As set out in the Serious Violence Strategy (see link below), published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Child Criminal Exploitation

As set out in the Serious Violence Strategy ([https://data15\users\\\$tmcalorum\ESASwww.gov.uk/government/publications/serious-violence-strategy](https://data15\users\$tmcalorum\ESASwww.gov.uk/government/publications/serious-violence-strategy)), published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Taken from "Working Together" 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf

Domestic Abuse

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to:

- ❖ Psychological
- ❖ Physical
- ❖ Sexual
- ❖ Financial
- ❖ Emotional

Exposure to domestic abuse and or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

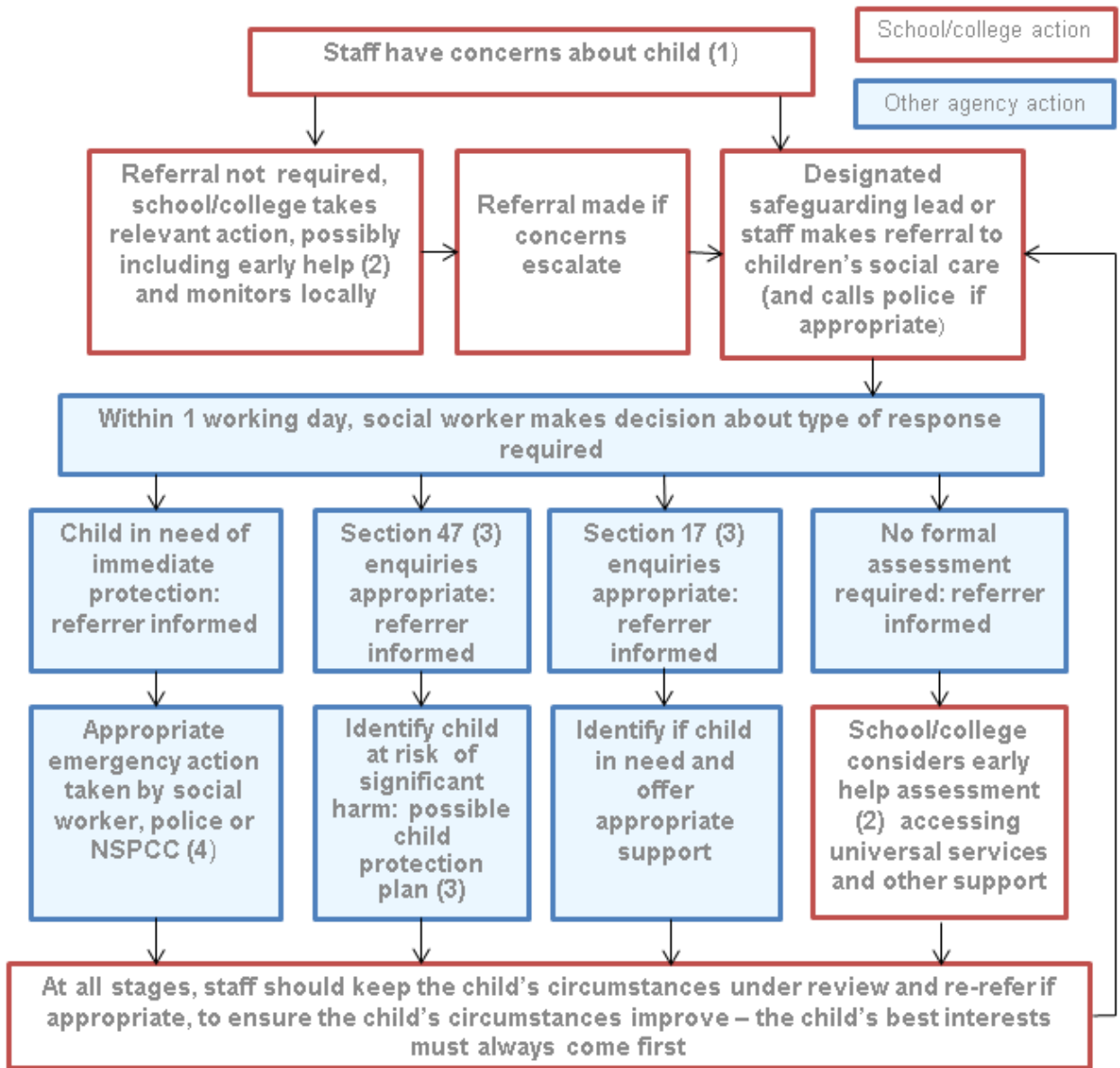
Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC - Uk domestic abuse, signs, symptoms and effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safe young lives: young people and domestic abuse](#)

Actions where there are concerns about a child



23.2. Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. This is most likely to include but not limited to:

- Banter - can easily get out of hand and leave lasting psychological damage on victims
- bullying including cyberbullying
- children missing education (CME)
- 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
- honour based abuse
- initiation/hazing type violence and rituals
- mental health concerns
- missing children and adults strategy
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- sexual violence and sexual harassment
- trafficking
- Upskirting

23.3. 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 rituals or initiation. Abuse can also be one-on-one, or more-than-one pupil against another. All peer on peer abuse is unacceptable, regardless of the genders involved and any allegations or reports of such behaviour will be taken seriously.

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”. 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’. In such cases, the school will strive

to offer the appropriate support to victims as a priority, whilst also considering what support any perpetrator may need. Victims will be supported by staff in identifying strategies to deal with any abuse that they have suffered and explore possible ways in which repeat abuse may be prevented.

Any allegation of peer on peer abuse should be reported regardless of the genders involved, 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. Any reports of such behaviour will be responded to in the same way as any other child protection disclosure, staff will listen, record, not ask leading questions and not promise confidentiality. The School will seek advice on confidentiality as necessary from the local agencies or police as appropriate.

We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidence to the Headteacher, DSL or most senior member of staff.

Reference will be made to the following government guidance and part 5 of the Keeping Children Safe in Education, Sept 2020 to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](#)

On receiving a report, all victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will they ever be made to feel ashamed of reporting such behaviour.

23.4. 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, Head and DSL, received training on Prevent and this has been cascaded to staff.

If there are concerns about a child relating to radicalisation, neither their own nor 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.

23.5. Extremism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with

terrorist groups.

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.

23.6. 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.

23.7. 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 DST following which a referral will be made to First Response at the Buckinghamshire Children's Safeguarding Partnership 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.

23.8. Mental Health

All staff at Gayhurst are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the DSL or member of the DST via the school's MIS.

23.9. Children with a Social worker

It is recognised that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker. These plans are made with the input of class teachers, Learning support teachers and a member of the DST.

24. Appendix D - Job Description for Designated Safeguarding Lead



JOB DESCRIPTION

JOB TITLE:	Designated Officer for Safeguarding & Child Protection
REPORTS TO:	Safeguarding Governors, Head & Safeguarding Team
MAIN PURPOSE:	<ol style="list-style-type: none">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.2. To co-ordinate relevant training on Safeguarding and Child Protection and ensure that all staff are trained and updated on a regular basis.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.4. To lead the school's Safeguarding Team and support any staff who identify any safeguarding concern.
ACCOUNTABILITIES:	

1. To produce the school's safeguarding policy, keep it updated and available to staff and parents.
2. To ensure that the current safeguarding policy is always made available on the school website and submitted to the ISI portal.
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.
4. To ensure that the policy is compliant with local Buckinghamshire Safeguarding Children Partnership procedures and ISI Regulations.
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.
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.
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.
8. To maintain accurate, confidential and up-to-date documentation on all cases of safeguarding and child protection and report where required.
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.
10. Where required, liaise with statutory agencies and ensure they have access to all necessary information.
11. To initiate and refer pupils to outside agencies and co-ordinate referrals.
12. To liaise with school staff in initiating multi-agency referrals for pupils.
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.
23. To ensure that the school promotes online safety for staff and pupils and takes appropriate measures to keep both staff and pupils safe online when using technology at school.
24. To be aware of pupils who have a social worker
25. To help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

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

Date:.....

25. Appendix E - 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, Mr R Thompson.

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 or would be appropriately 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/DDST 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.

26. Appendix F - Staff Code of Conduct

GAYHURST SCHOOL STAFF CODE OF CONDUCT POLICY

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 2020, 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, behaviour 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, 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;
- 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;

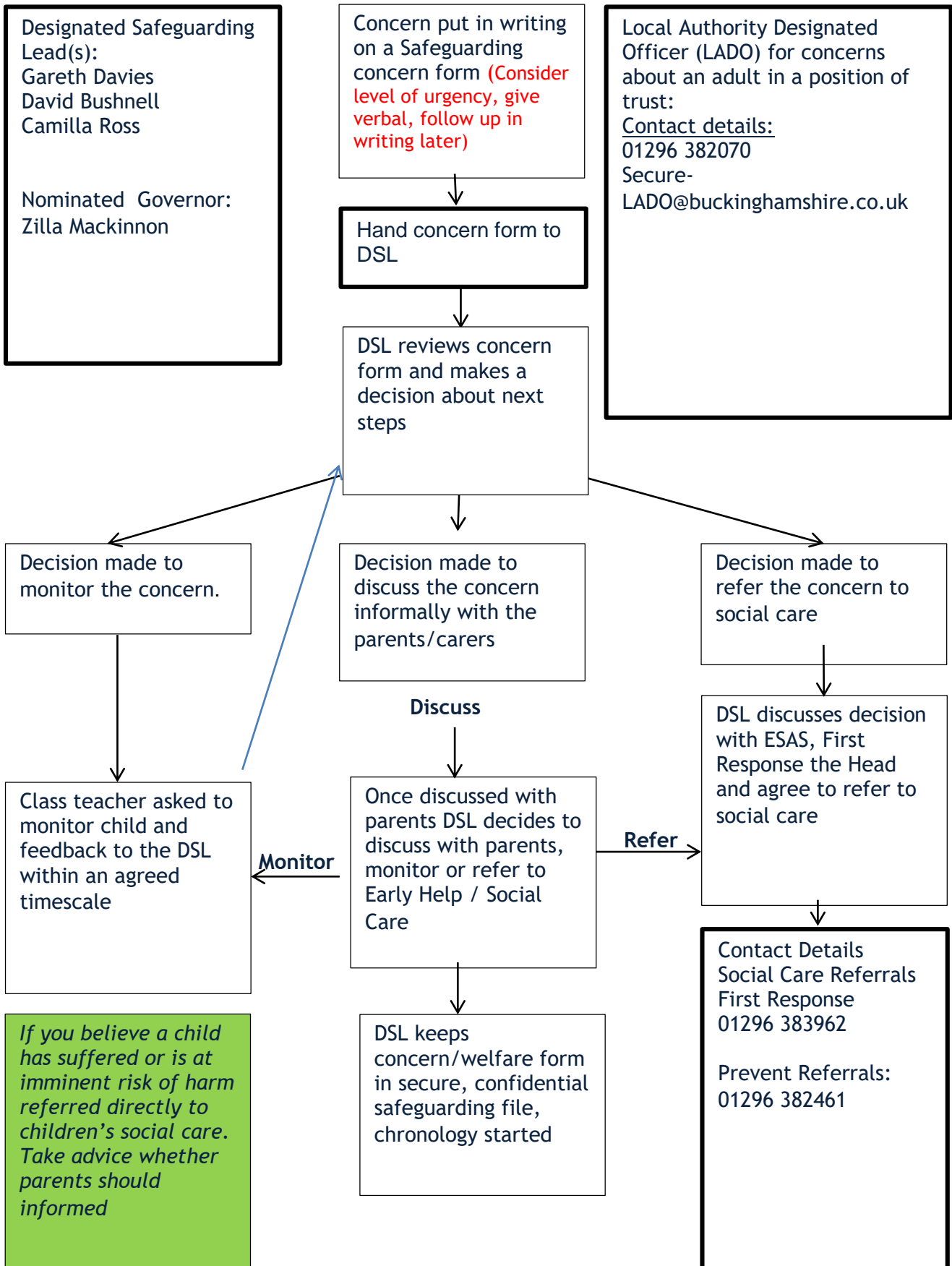
8 Whistleblowing

- 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.

27. Appendix G - Flow chart for Referral

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



28. Appendix H -Buckinghamshire Safeguarding Children Partnership Threshold Document



Thresholds Document - Accessing Services for Children in Buckinghamshire

This document prints best on A3 paper
V3 August 2015

Threshold	EARLY HELP		EARLY HELP TO TARGETED SERVICES	STATUTORY INTERVENTION
	Universal Services Level 1	Additional Support Level 2	Complex Needs / Specialist / Child in Need Level 3	Acute / Child Protection Level 4
The child or young person (including unborn)	Has needs met within universal provision (e.g. Schools, GPs). May need limited intervention to avoid needs arising.	Has additional needs identified that can be met through a single agency response and partnership working	Has multiple needs requiring a multi-agency coordinated response with a lead professional	Has a high level of unmet and complex needs or is a child in need of protection
Practitioners should always use their professional judgement; the following circumstances and key features are for guidance only Children with disabilities will be represented across all 4 levels				
Circumstances and Key features	<p>Child's Developmental Needs</p> <ul style="list-style-type: none"> Meeting developmental milestones Has good emotional well-being and resilience Forms and maintains healthy relationships / good bonding Has a positive or developing sense of identity Able to perform self-care duties as appropriate to age Ability to protect self and be protected Achieving learning targets Good attendance <p>Parenting capacity</p> <ul style="list-style-type: none"> Ensuring warmth Protected by carers Secure and caring home Receive and act on information, advice and guidance Appropriate boundaries maintained <p>Family and environment</p> <ul style="list-style-type: none"> Supportive relationships Appropriate housing Maintaining healthy lifestyle Supportive networks Access to positive activities Adequate income 	<p><i>In addition to Universal Services....</i></p> <p>Child's Developmental Needs</p> <ul style="list-style-type: none"> Poor attachments Language and communication difficulties Disability or additional special needs Absence / truancy / exclusions Incidence of absence / missing from home Potential for becoming NEET (not in education, employment or training) Delay in meeting developmental milestones Missing health checks / immunisations Minor health problems Early signs of offending / anti-social behaviour Underage sexual activity Early signs of substance misuse Poor self-esteem / mental health issues Teenage Pregnancy <p>Parenting capacity</p> <ul style="list-style-type: none"> Inconsistent care arrangements Poor supervision by parent / carer Inconsistent parenting Poor response to emerging needs Historic context of parent / carers own childhood <p>Family and environment</p> <ul style="list-style-type: none"> Young Carers Poor parent / child relationships Children of prisoners / parents with community orders Bullying Poor housing and poor home environment impacting on child's health Community harassment / discrimination Low income affects achievement Poor access to core services Risk of relationship breakdown Concerns about possible domestic abuse Risk of social exclusion Risk of child sexual exploitation (CSE) 	<p><i>Despite intervention at 2, evidence of continuing....</i></p> <p>Child's Developmental Needs</p> <ul style="list-style-type: none"> Child not meeting some of their developmental milestones Displaying some signs of emotional and behavioural disorder Chronic recurring health problems Missed appointments affecting developmental progress Disabilities affecting access to mainstream services Teenage pregnancy Risky sexual behaviour Risk of entering youth justice system Fixed term / permanent exclusions / no school place Persistent absence from school Missing from school / home regularly Displaying extremist views Continuing substance misuse Very low self-esteem / eating disorders High level mental health issues Poor skills resulting in social exclusion Poor / ill-fitting clothes <p>Parenting capacity</p> <ul style="list-style-type: none"> Learning or physical disability impacts on parenting Substance misuse Mental health issues Parental non-compliance / cooperation Persistent poor / inconsistent parenting / care arrangements Being prosecuted for offences under the Education Act Historic context of parent / carers own childhood <p>Family and environment</p> <ul style="list-style-type: none"> Domestic abuse Overcrowding or temporary housing / hostel Poverty / worklessness Poor attachments Socially excluded family / harassment / discrimination Child being asked to undertake caring role of parent Privately fostered child No recourse to public funds Transient families not accessing services Significant risk of CSE 	<p><i>Persistent/continued/severe...</i></p> <p>Child's Developmental Needs</p> <ul style="list-style-type: none"> Child not meeting developmental milestones Non-organic failure to thrive Displaying signs of emotional and behavioural disorder Complex mental health problems including self-harm Acute eating disorder - life threatening Fixed term exclusions / permanent exclusions / no school place Risk of entry into care system Chronic persistent absence from school No access to core services Teenage parent / pregnancy under age 13 Child sexual exploitation Offending behaviour / entering youth justice system Displaying harmful behaviours to other children Engaging others in extremist views Substance misuse severely impairing development <p>Parenting capacity</p> <ul style="list-style-type: none"> Suspected / actual physical, emotional or sexual abuse or neglect Parental encouragement of abusive / offending behaviour Continuing poor parenting in the home Parental non-compliance / disguised compliance Inconsistent parenting affects child's developmental progress Private fostering Offence relating to person who poses a risk of harm to children Previous children removed <p>Family and Environment</p> <ul style="list-style-type: none"> Domestic abuse resulting in child being at risk of significant harm Combination of substance misuse / mental health issues / domestic abuse Homeless child / young person / Family intentionally homeless Community harassment / discrimination Extreme poverty affecting child well-being Child being asked to undertake caring role of parent Forced marriage, Honour based Violence, Female Genital Mutilation Child trafficking Known CSE
	<p>What do I do next?</p> <p>Go direct to universal service or use the Buckinghamshire Family Information Service (BFIS) for information on services: www.bucksfamilyinfo.org/bucksfamilyinfo/homepage</p> <p>Assessment by universal services as appropriate</p> <p>Child and Adolescent Mental Health Services (CAMHS) consultation</p>	<p>Consider Early Help offer - see BFIS website: www.bucksfamilyinfo.org/bucksfamilyinfo/homepage</p> <p>Referral to single agency to meet identified need.</p> <p>Outcomes Star</p> <p>Graded Care Profile</p> <p>CAMHS assessment</p>	<p>Initiate a multi-agency early help response. Contact First Response using the Multi-Agency Referral Form (MARF) www.bucks.bis.gov.uk/firstresponse/about-child/ or 0845 4800 001</p> <p>Outcomes Star</p> <p>Graded Care Profile</p> <p>Children and Family Assessment - Section 17 (Child in Need)*</p> <p>CAMHS assessment</p>	<p>Contact First Response using the MARF www.bucks.bis.gov.uk/firstresponse/about-child/ or 0845 4800 001</p> <p>Out of hours emergency duty team 0800 599 7077. Police 999 if at immediate risk.</p> <p>Section 47 (Child protection) enquiries? CNIG protection plan</p> <p>Public Law Outline</p> <p>Section 31* Care proceedings</p> <p>Section 20* (provision of accommodation)</p> <p>CAMHS assessment</p> <p>Graded Care Profile</p> <p>Services that can undertake statutory non-voluntary interventions: Social care / Police / Domestic Abuse Officers (Police)</p> <p>Other Services: Youth Offending Service (YOS) / CAMHS / Child & Adolescent Harmful Behaviour Service (CAHBS) (Junior and senior CATCH) (Children & Teenage Community Help Service) / Barnardos RUSafe / School Nurses - Universal Partnership Plus / Health Visitors - Universal Partnership Plus</p>
Examples of Services who provide interventions	<p>Children's Centres</p> <p>Nurses/ Schools' Colleges</p> <p>Youth services</p> <p>Housing</p> <p>CAMHS</p> <p>Primary Health Services (GP, dentist, pharmacy, optician)</p>	<p>Health Visitors - Universal</p> <p>School Nurses - Universal</p>	<p>Family Nurse Partnership</p> <p>Health Visitors - Universal Plus</p> <p>Barnardos RUSafe</p> <p>Targeted Youth Service</p> <p>Children's Centre Outreach</p> <p>CAMHS</p> <p>Portage for children with special educational needs & disabilities</p>	<p>Family Nurse Partnership</p> <p>Barnardos RUSafe</p> <p>CAMHS</p> <p>Family Resilience Service</p> <p>Health Visitors - Universal Partnership Plus</p> <p>School Nurses - Universal Partnership Plus</p>

For a full directory of services and contact details, including further details of our Early Help offer visit the BFIS website www.bucksfamilyinfo.org/bucksfamilyinfo/homepage

*These refer to specific sections of the Children Act. Further details can be found in the BSCB Thresholds guidance.

A copy of this document is also available in the office of all members of the Designated Safeguarding Team. A copy is also on both staff room notice boards and electronic copy can also be found in the staff SharePoint Safeguarding folder.

29. Annex - COVID-19 changes to Child Protection Policy

14 April 2020

29.1. Context

As of the 20th March 2020 & 6th January 2021 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This annex sets out some of the adjustments we are making at Gayhurst, following advice from government and local agencies.

29.2. Response to COVID-19

There have been significant changes within our setting in response to the outbreak.

The majority of students are now at home and staffing is significantly affected through illness, self-isolation and furloughing under the Government's job retention scheme.

Despite the changes, the school's Child Protection and Safeguarding Policy is fundamentally the same: the safeguarding and welfare of children and young people remains our highest priority, staff should respond robustly and promptly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.

29.3. Current situation

Gayhurst is at present partially open to provide emergency child care for key workers and for students who are deemed to be vulnerable and unable to be safely cared for at home. The school has risk assessed, and continues to risk assess students who are attending provision at school and are regularly keeping parents, carers and named social workers informed.

The school is maintaining regular contact with all students and families and sharing information as appropriate, including safeguarding concerns with the appropriate agencies.

29.4. Reporting arrangements

The school arrangements continue in line with our child protection policy.

The Designated Safeguarding Lead is David Bushnell (01753 392710)

The Deputy DSLs are Gareth Davies and Camilla Ross.

Where possible the DSL or a deputy is always on site while the school is open. In the circumstance that this is not possible the DSL or Deputy DSL will be contactable remotely and a member of the Senior Leadership Team will be on duty on site.

Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not.

COVID-19 means a need for increased vigilance due to the pressures on services, families and young people.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority.

The arrangements for contacting children's services are:

A discussion with First Response via telephone. If it is agreed that referral to the MASH is appropriate, the online MARF (Multi-Agency referral form) will be submitted sharing key information and the cause for concern.

29.5. Vulnerable Students

Vulnerable students include those who have a social worker and those children and young people up to the age of 25 with Education, Health and Care Plans (EHC Plans). Those who have a social worker include students who have a Child Protection Plan, and those looked after by the Local Authority. A student may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC Plan will be risk-assessed in consultation with parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home.

Those children who are being monitored by the safeguarding team will be contacted at home by a member of the team and form teacher interactions closely monitored in case of any concerns arising.

29.6. Holiday arrangements

Gayhurst will continue to provide holiday cover where appropriate during the published school holidays until a time that the pandemic has passed and the cover is no longer needed.

29.7. Attendance

The school is following the attendance guidance issued by government. Where a child is expected and does not arrive the school will follow our attendance procedure and make contact with the family. The school will attempt a range of methods to contact the parent.

29.8. Staff Awareness

Form staff will be contacting children and their families each week and due consideration should be given to the wellbeing and safety of each child within our community. The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a

small area, financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning - see below). Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns.

29.9. Peer on peer abuse

We recognise the potential for abuse to go on between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the signs of peer-on-peer abuse, including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed age, developmental stages, are attending other schools as an interim measure and similar. Parents will be reminded of their responsibility to monitor children's safe/sensible use of technology whilst they are at home.

29.10. Online Safety

Young people will be using the internet more during this period. The school will use online approaches to teach. Staff are aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at the school.

- The school continues to ensure appropriate filters and monitors are in place and when students are using computers in school, appropriate supervision will be in place.
- Our IT Support team will review arrangements to ensure they remain appropriate
- The school has taken on board guidance from the UK Safer Internet Centre on safe remote learning. We have reviewed the code of conduct and shared guidelines accordingly (Gayhurst @ Home Handbooks)
- Staff have been reminded of maintaining their professional boundaries during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families. (Further information in (Gayhurst @ Home - Staff Guidance Handbook)
- Children accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school and other agencies.
- Parents and carers have received information about keeping children safe online with peers, the school, other education offers they may access and the wider internet community.

Further information can be found via the following links:

- **Internet matters** - helping parents and carers keep their children safe online: expert support and practical tips to help children benefit from connected technology and the internet safely and smartly
- **London Grid for Learning** - for support for parents and carers to keep their children safe online
- **Net-aware** - support for parents and careers from the NSPCC including guides to social networks, apps and games
- **Parent info** - help and advice for families in a digital world. Parent Info is a collaboration between Parent Zone and NCA-CEOP, providing support and guidance for parents from leading experts and organisations

- **Thinkuknow** - for advice from the National Crime Agency to stay safe online. Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline
- **UK Safer Internet Centre** - tips, advice, guides and resources for parents and carers to help keep your child safe online

29.11. Concerns regarding a member of staff

Any member of the Gayhurst community who may have a concern regarding a member of staff or their use of online learning should contact the Headmaster - Head@gayhurstschool.co.uk.

If the concern is regarding the Headmaster, Mr R Thompson, Chair of Governors should be contacted - rthompson@gayhurstschool.co.uk.

This document should be read together with the DfE's guidance - <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>