



Child Protection and Safeguarding

Policy Statement

To safeguard and promote the welfare of children, the Taunton School (Senior School, International School, International Middle School, Prep School, Nursery) will act in accordance with the following legislation and guidance:

- The Children Act 1989 and 2004
- United Convention of the Rights of the Child 1991
- Data Protection Act
- Safeguarding Vulnerable Groups Act 2006
- The Education Act 2002 (Section 175/157) which outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”
- Somerset Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Effective Support for Children and Families)
- Keeping Children Safe in Education (DfE, September 2018)
- Special educational needs and disability (SEND) code of practice: 0- 25 years. HM government 2014
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015) Early Years Foundation Stage 2017
- Sexual violence and sexual harassment between children in schools and colleges; DfE May 2018.
- The Prevent Duty 2015
- [British Values in the Early Years](#)

Working Together to Safeguard Children (DfE 2018) requires each Education Provision to follow the procedures for protecting children from abuse which are established by the out in the South West Child Protection Procedures (www.swcpp.org.uk) and Somerset Safeguarding Children Board.

Introduction

- This Child Protection and Safeguarding Policy applies to all staff, including senior managers and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of this organisation.

- We believe that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people under the age of 18 years and keep them safe. We will also ensure any students on roll over the age of 18 will be signposted and supported to Adult Services
- The policy has been authorised by the Governing Body, is published on the School website and is available in hard copy to parents on request.

Key terminology

- *Safeguarding* and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
- *Child Protection* refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.
- *Staff* refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- *Child* includes everyone under the age of 18 Years old. Those over 18 but on a roll of an education setting will be referred to Adult services for support.
- *Parent* refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Mission Statement of our Education Provision

This policy and its procedures apply wherever staff or volunteers are working with students even where this is away from the School, for example an educational visit. The School will take all reasonable measures to:

- Ensure that every member of staff at TS is appropriately trained and has read and understood Part 1 and Annex A of KCSIE (September 2018)
- The policy refers to all children including those in EYFS
- Ensure each member of staff understands their responsibility and how they can best support the best interests of each child and that if they have a concern they know how to respond in an appropriate and timely manner
- Ensure that TS works effectively with external agencies to ensure that children get the best and most appropriate support and help. This is particularly relevant to Early Help: by being able to identify issues before they escalate, TS will then be able to work effectively with external agencies to support children.
- Ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including members of the governing body and staff employed by another organisation) to work with children and young people in accordance with the guidance given in KCSIE, the Education (Independent School Standards)

Regulations 2014 and the National Minimum Standards for Boarding Schools. See also the School's separate Recruitment and Selection Policy

- Ensure that where staff from another organisation are working with our students on another site, we have received assurances that appropriate child protection checks and procedures apply to those staff.
- Be alert to signs of abuse, both in the School and from outside, and to protect each student from any form of abuse, whether from an adult or another child or student and then to deal appropriately with every suspicion or complaint of abuse, aiming to support children who have been abused in accordance with his / her agreed child protection plan.
- Anyone who has a concern not only understands 'what to do' but also understands their responsibility to ensure that appropriate action is taken either by the DSL or the external agency they have contacted.
- Design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
- Be alert to the medical needs of children with medical conditions
- Operate robust and sensible health and safety procedures and operate clear policies on drugs, alcohol and substance misuse as well as having robust anti-bullying and anti-cyberbullying policies
- Teach students about safeguarding, for example through use of online resources, through the curriculum and PSHEE, together with guidance on adjusting behaviour to reduce risks. This includes the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help (see also the School's policy on the acceptable use of IT and e-safety)
- Take all practicable steps to ensure that School premises are as secure as circumstances permit
- Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our School or in our local area
- Have regard to guidance issued by the Secretary of State for Education (DfE) in accordance with section 157 of the Education Act 2002 and associated regulations.

KCSIE provides that the inspection of independent schools will ensure that the Independent School Standards which concern the welfare, health and safety of children are met.

The Designated Safeguarding Lead (DSL)

The School has appointed a member of staff of the School's Senior Management Team (The Deputy Head of the Senior School) with the necessary status and authority to be responsible for matters relating to child protection and welfare. The DSL along with the Deputy Designated Safeguarding Leads and the Child Protection Officers in each separate part of the school have been given the time by the Governors and the Head to effectively carry out their duties which include the time to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.

A job description for the DSL and the Deputy DSLs has been written with the basic outlines laid out in Appendix 1.

Parents are welcome to approach the Designated Safeguarding Lead (or Deputy DSL) if they have any concerns about the welfare of any child in the school. If preferred, parents may discuss concerns in private with the child's Housemaster, Housemistress, Pastoral Lead, Tutor or the Head who will notify the Designated Safeguarding Lead in accordance with these procedures.

If the Designated Safeguarding Lead is unavailable, his / her duties will be carried out by the Deputy Designated Safeguarding Lead (Pupils) or the Deputy Designated Safeguarding Lead (Training and Administration).

The School always ensures that Safeguarding duties can be carried out during holidays as well as during term time. These may not always fall to the DSL but there will always be someone with appropriate training available to support the needs of the children.

Safeguarding Management Structure

'Taunton School' (TS), is a School which operates from ages 0-18 in five separate stages of education.

- Governor for Safeguarding at TS: Mrs Elaine Waymouth (elaine.waymouth@outlook.com)
- DSL: Mr Ed Burnett (ed.burnett@tauntonschool.co.uk) / 01823 703821, 07490 493059
- Deputy DSL (Pupils): Miss Gill Foster (gill.foster@tauntonschool.co.uk) / 01823 703703, 07429 288578
- Deputy DSL (Training and Administration): Mrs Nell Rosser (nell.rosser@tauntonschool.co.uk) 01823 703703
- Prevent Officer: Mr Ed Burnett
- Looked After Children: Mr Ed Burnett
- Prevent Governor: Mrs Elaine Waymouth
- Child Sexual Exploitation: Miss Gill Foster
- Child Protection Officer for TSI (ages 15-16): Mrs Lyndsay White Lyndsay.white@tauntonschool.co.uk 01823 703201
- Child Protection Officer for Taunton Prep (Years 3-8): Chris Coleman (chris.coleman@tauntonschool.co.uk) 01823 703470 / 07429 154520
- Child Protection Officer for TSIMS (ages 8-15): Mr James Duncan (james.duncan@tauntonschool.co.uk) 01823 703236
- Early Years Designated Lead for Safeguarding (EYFS) (ages 0-5) and Child Protection Officer for Pre-Prep (Reception through to Year 2): Mrs Louise Leah 01823 703300 / 07366596911 (louise.leah@tauntonschool.co.uk)

This group of managers meet once a term to discuss Safeguarding Issues both inside and outside the school. Minutes for these meetings are circulated and action points assigned. For further information please see 'Monitoring and Review'

Every member of the Safeguarding Management Structure is trained to the same level – Working Together to Safeguard Children

Taunton School's Safeguarding procedures are in line with locally agreed multi-agency procedures.

- Somerset Safeguarding Children Board:
 - The Early Help Advice Hub: Email: EHACoordinator@somerset.gov.uk / Tel: 01823 355803
 - LADO: Mr Anthony Goble – Tel: 01823 359029
 - DSL Consultation Line – Tel: 0300 123 3078
 - Independent Schools Advisor: Mrs Jane Weatherill– Tel: 0797 6697042
 - Virtual Head: Mrs Helen Readman – 0797 6691770
 - Prevent: Mr Mike Perry – 01179 455536

Duty of Employees and Volunteers

Every employee and governor of the School, as well as every volunteer who assists the School, is under a general legal duty:

- To appreciate and be alert to the principle that ‘it could happen here’
- to protect children from abuse
- to be aware of the School's child protection procedures and to follow them
- to know how to access and implement the procedures in this policy, independently if necessary
- to know how to contact the external agencies within Somerset who support children
- to keep a sufficient record of any significant complaint, conversation or event in accordance with this policy and to report any matters of concern to the Child Protection Officers, the Deputy DSL or directly to the Designated Safeguarding Lead
- to ensure that students at TS are being taught about safeguarding as part of providing a broad and balanced curriculum and that this includes online safety.
- To not tolerate ‘banter’; to challenge it when they hear it and to then report it to the appropriate pastoral line manager and / or someone in the Safeguarding Management Structure.

The Governing Body

The governing body will ensure that the policies, procedures and training in the School are effective and comply with the law at all times.

- Contributing to ensure the provision is carrying out inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy is in place, together with a staff behaviour code of conduct policy and behaviour policy.
- Ensuring staff are provided with Part One of *Keeping Children Safe in Education (DfE 2018)* –and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead.

- Ensuring that all of the Designated Safeguarding Leads (including deputies) undergo formal child protection training every two years (in line with SCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff and volunteers are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material
- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.
At the School: Elaine Waymouth elaine.waymouth@virgin.net
- Ensure scrutiny and effectiveness of the single central record and child protection recording is undertaken.
- Ensure safeguarding is regularly discussed and outcomes recorded at Governor Meetings.
- Ensure the requirements of The Governor's Safeguarding Audit Section 175 are met and actions when needed completed in a timely way

The Governors will ensure that the Designated Safeguarding Lead will undertake an annual review of this policy. This annual review will be written by the DSL in consultation with the Safeguarding Governor, Elaine Waymouth. The outcome of this annual review will be reported to the full Governing Body who will review this policy and the implementation of its procedures including good cooperation with local agencies and the efficiency with which the relevant duties have been discharged, and consider the proposed amendments to the policy both from the Designated Safeguarding Lead and its own members, before giving the revised policy its final approval.

Detailed minutes recording the review by the Governors will be made. 'Detail' refers to the following:

- Evidence that the school contributes to inter-agency work;
- Governors are able to effectively scrutinise that policy provisions laid out in this document are adhered to. This will be achieved by ensuring that the daily workings of Safeguarding work within the school are reported through:
 - termly minutes from the Safeguarding Meeting;
 - evidence that the Safeguarding Governor is regularly updated if there are serious Safeguarding concerns;
 - training records;
 - referral information;
 - issues and themes which are emerging within the school and how they have been handled.

The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay. i.e. any changes to regulations regarding safeguarding will be implemented immediately and the policy amended accordingly.

The Safeguarding Governor ensures that the Safeguarding Policy is known in practice by:

- Visiting the school on a regular basis
- Termly meetings with the DSL
- Termly meetings with the Safeguarding Management Team
- Checking that this policy is carried out in practice
- Annually reviewing how children are taught about Safeguarding

Any changes to regulations relating to Safeguarding will be implemented immediately and the policy amended. The Chairman of Governors, Mr Henry Keeling, has executive powers to approve any regulatory changes and, at the next governors' meeting, will advise the rest of the governing body about the changes.

Recruitment, Selection and Safer Working Practice

We ensure we practise safer recruitment in checking the suitability of all staff to work with children. This is detailed in the **Recruitment and Selection Policy** and associated Management guidelines which have regard to the Disqualification under the Childcare Act (2015). This policy makes clear reference to KCSIE 2018.

If a person has been appointed to a management position TS will check with the TRA (formerly NTCL) to ascertain whether they have been barred.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct / staff behaviour policy.

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour: Taunton School aims to create an ethos in which staff create positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998).

We will ensure that there are appropriate staff and governance with safer recruitment training for interviews and that safer recruitment practices are followed always. We will maintain a **single central record** to ensure all statutory requirements. All references will be verified and recorded.

Training

All staff, including temporary staff and volunteers, will be provided with induction training that will take place on the day the person starts (if not before) that includes:

- This policy, Part One of KCSIE (2018) and Appendix A
- Awareness of the Early Help Process:
 - their role in identifying emerging problems
 - how to share information in an appropriate manner with other professionals
 - the process for making referrals within Somerset

- the role they may play if there are statutory assessments which follow.
- The School's behaviour policy for pupils and the school's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy.
- The training will include specific information on
 - The School's overarching safeguarding policy
 - The Child Protection policy
 - Types of abuse 'SPEN' (sexual, physical, emotional and neglect) and who is more likely to perpetrate abuse including other children (peer-on-peer abuse)
 - Peer on Peer abuse and the links with sexual violence and sexual harassment
 - Online and Offline harassment
 - Children missing from education
 - Child sexual exploitation
 - Honour based' violence
 - FGM mandatory reporting duty
 - Forced marriage
 - Preventing radicalisation
 - Harmful Sexual Behaviour
 - Children and the court system, when children are appearing as witnesses, children and family members in prison
 - Criminal exploitation of children (county lines)
 - Homelessness
 - Contextual issues within the local area
 - The staff behaviour policy (code of conduct)
 - Information on the role of the DSL.
 - the Staff Code of Conduct, including the Whistleblowing procedure (see Appendix 10)
 - the role, identity and contact details of the Designated Safeguarding Lead and the Deputy DSLs
 - What to do if there is a disclosure and the importance of confidentiality
- For those support staff for whom English is a second language or who require support to access the written policy, the school will provide additional training to ensure all staff at TS are familiar with the Safeguarding Policy.
- Safeguarding training, available to all staff annually and will focus on:
 - All staff, including the Head, will receive a copy of this policy, Part 1 of KCSIE and Appendix A: they will be required to confirm that they have read and understood these.
 - All staff will be reminded of the school behaviour policy
 - All staff will be reminded how to react to a child that goes missing

- The Head, all staff members and the nominated Governor will undertake appropriate child protection training which will be updated regularly in accordance with the Somerset Safeguarding Children Board's recommendations (every 2 years)
- Training in online safety
- The Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, CPOs for each part of the School and the Headmaster and CEO of Taunton School will have undertaken appropriate child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals.
- All staff will receive regular updates on safeguarding and child protection and this will occur at least once a year. In practice this will happen via INSET training (at least once a year) and regular bulletins for all staff.

All training will be carried out in accordance with Somerset Safeguarding Children Board procedures. Records of training are kept centrally within the HR department. For example, all staff with a specific child protection role within TS (see management structure on page 6):

- Have had Somerset SSCB training within the last 2 years
- Have done the 'Introduction to Child Protection' in the last 2 years
- Have done the 'Working Together' in the last 2 years
- Go on the 1 day 'Working Together / Update to Child Protection' 2 years after 'Working Together'

Informal updates:

If there are changes emanating from the DfE the school provides opportunities for the Safeguarding Management team to update staff. Eg in the senior school the DSL can brief all the staff at Monday break; a meeting which is also minuted for staff who are absent.

Students

The School makes provision for teaching students how to be safe via PSHEE and other SMSC activities. These are age appropriate and if students are in positions of responsibility (for example, in year 12 and 13) then more formal Child Protection and Safeguarding training is provided.

Supporting Children

Supporting children happens in two ways. Firstly, how we can empower young children to be aware and to be safer and secondly by the actions which we as teachers and staff take to support them by building a school culture which is vigilant and proactive in its care.

Empowering students

- Every student has access to at least two school contact numbers which they can call at any time. These will include the school mobile phone numbers for their pastoral line manager such as Housemaster / Housemistress, the Deputy Head or similar and the independent listener.
- Appropriately aged students have access to the guide 'Student Worries and Complaints' which gives them access to a wide range of phone numbers and web sites which they can access covering topics such as gender, sexuality, abuse, suicidal thoughts, mental and physical health, whistleblowing.

Staff and students

- Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, always, what is in the best interests of the child.
- A key focus at the school is Early Help i.e. early pastoral intervention should ensure that more significant issues do not arise. Generally, Early Help is achieved through the provision within the school but good communication is vital to ensure the DSL is aware of the Early Help being provided because it may be more appropriate to work with external agencies such as the Early Help support services for families:
 - A directory of early help services is available from the Early Help Advice Hub on 01823 355803.
 - Somerset Choices and Professional Choices will also help practitioners and families find information and support to prevent escalation of needs and crisis.
- Good communication is achieved through pastoral leadership which provides regular 'minuted' information from weekly meetings eg in the senior school Housemasters and Housemistresses will chair a weekly House meeting with their tutors (all teachers are tutors) with weekly minutes written. These have standing items around pupil needs including specific sections on 'Children in Need' and 'Children at Risk' with agreed action plans.
- The DSL meets weekly with a 'safety hub' of key staff to ensure that monitoring, review and action is taking place for the key pupils. This safety hub includes:
 - The DSL
 - The Deputy DSLs
 - The Sister in Charge of the School Health Centre
 - Both School counsellors
 - The School Mental Health Nurse.
- Staff and volunteers working within the provision are trained to be aware and alert to the potential need for early help for children also who are more vulnerable. For example:
 - Children with a disability and/or specific additional needs
 - Children with special educational needs
 - Children who are acting as a young carer
 - Children who are showing signs of engaging in anti-social or criminal behaviour especially if there is a concern that it is exploitative
 - Children missing education

- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse and/or neglect
- Children with poor attendance or high medical absence
- Children suffering peer on peer abuse
- Is a privately fostered child

Staff members are trained and aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They will also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may need help or protection.

(See relevant appendices for information on further descriptors of abuse and specific safeguarding issues)

Children with SEN and disabilities

For children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, our staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. The School ensures that children with SEN and disabilities have got a greater availability of mentoring and support:

- The Head of Educational Progress (i.e. Head of SEN), Kate Walters, has a senior leadership and management role within the Schools and sits on a number of senior pastoral bodies eg in the senior school, The Senior Pastoral Team
- Many students with SEND profiles receive one to one support
- Kate Walters and the DSL meet for a one to one meeting every two weeks to discuss specific issues around pupils with SEND profiles.

Emergency Contacts for Children

The School will continue to endeavour to have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

Mental and Emotional Health of Children

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. Our setting continues to offer clear support and guidance for Children. The following graphic gives a useful synopsis:



https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWP_draft_20_03_15.pdf

Local Issues and Contextual safeguarding

Safeguarding incidents can be associated with factors outside the setting and between children outside of school. This is called *contextual safeguarding*. Our staff are aware of the definition of *contextual safeguarding* when reporting concerns and must ensure all information and background detail will be given to the DSL when discussing concerns. We are aware in Somerset there are many local issues that can impact on the safeguarding of children and will endeavour to be aware of all local issues around the school and work with children to ensure they are safe.

- The DSL will continue to attend local Safeguarding meetings
- The DSL will work with pupils in the school to identify local issues which affect them

Home-stays (Exchange Visits)

If children are staying with parents from overseas as part of an exchange the School will complete an enhanced DBS check on the host family. If there are other people in the family aged over 16, then the provision will decide whether

they will do an enhanced DBS check for those 16 and 17-year olds who live in the house. See appendices for further information.

Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Safeguarding Lead or DDSL (or the appropriate CPO within their School setting) without delay
- If the member of staff believes the child is at risk of significant harm they should contact social services or the police immediately.

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

If a member of staff receives a disclosure about potential harm caused by another staff member they should refer to the section: Allegation involving school staff/volunteers.

Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation: this must be done on the same day. Indeed it may be useful to record the information as the child discloses: this will re-assure them that you are taking it seriously.
- Do not destroy the original notes in case they are needed by a court

- Record the date, time, witness, place and any noticeable non-verbal behaviour and the words used by the child
- Indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions
- Agree and record actions and outcomes

Staff are not to use their own mobile phones for contact with parents and students and should not use them for taking photos of students when they are on trips.

When working on a disclosure a personal mobile phone should not be used to take photos or record information such as bruises.

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

Confidentiality

All staff, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.

Staff should **never give students or adults an absolute guarantee of confidentiality**, but must ensure that the information is disclosed only to the people who need to know. Make sure that this is clear early on, not sprung on the student at the end.

Staff/volunteers who receive information about children and their families during their work should share that information only within appropriate professional contexts.

Procedure

When a member of staff is concerned about a child he or she will inform the relevant person (CPO, DSL or DDSL). They will then ensure this is passed onto the DSL. The Designated Safeguarding Lead will decide whether the concerns should

be referred to Children's Services. If it is decided to make a request for involvement to Children's Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

The child protection officer will risk assess the claim using the following which is based on Somerset Safeguarding Children Board 'Thresholds for Assessment and Services'.

<http://professionalchoices.org.uk/eha/>

Level 1 Universal Services	Anyone can access universal services. i.e. use the school Health Centre to access advice and support from the GP, Counsellors
Level 2 Additional	Students may need additional support. Generally this will be accessed via the Health Centre at TS At this level the school will need parental consent to access these services.
Level 3 Complex	Students (and their families) will require significant or complex support often from several different agencies. The DSL (or Deputy DSL) will work with the relevant parts of the TS Safeguarding Team and if a student reaches this Threshold, the DSL (or Early Years Designated Lead for Safeguarding) will contact Children's Services via a CRIF, level 3.
Level 4 Acute	Students are likely to / or has suffered from significant harm (for definition of 'significant harm' see Appendix 12). The DSL (or Deputy DSL) will work with the relevant parts of the TS Safeguarding Team and if a student reaches this Threshold, the DSL (or Early Years Designated Lead for Safeguarding) will contact Children's Services via a CRIF, level 4.

- If they are in need of additional support from one or more agencies an Early Help Assessment will be completed on the advice of the dedicated Consultation Line (03001233078)
- Further information: <http://www.somerset.gov.uk/childrens-services/safeguarding-children/report-a-child-at-risk/>;
- as soon as sufficient concern exists that a child may be at risk of significant harm or if a crime has been committed, a referral to children's social care and / or the Police will be made without delay (and in any event within 24 hours);
- If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to the children's social care within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact the children's social care again.

While it is the DSL's role to make request for involvement, any staff member can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out Female

Genital Mutilation), a referral should be made to Children's Services and/or the Police immediately by the teacher who has found out the information. Where referrals are not made by the DSL, the DSL must be informed as soon as possible. This is a mandatory reporting duty. See - Keeping Children Safe in Education (DfE 2018)

Attention must also be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept and attendance procedures followed.

If a pupil who is/or has been the subject of a child protection plan changes provision, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving provision, in a secure manner, and separate from the child's academic file. Should the child's whereabouts be unknown or they move to elective home education the Social Worker must be informed and the setting follow the procedure for reporting children missing education and elective home education

The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour or concerns that may affect pupil welfare. Gathering safeguarding data and impact will be embedded into the provision's process to measure effective safeguarding practice and resolve any weaknesses.

When assessing the needs of a child staff should consider the following definitions:

Child in need	A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.
Child at risk	Serious and immediate concern about a student who is at risk of serious harm

What TS Staff should do if they are worried about a child

Staff have any concern about a student - 'Child in Need'



Raise the concern with the DSL or with the Child Protection Officers



DSL will consult internally (HMs, tutor) and possibly externally (Children's Social Services)



DSL will make a referral to an outside agency using the thresholds document

Staff have serious and immediate concern about a student (such as worry about FGM*) - 'Child at Risk'



Staff member should immediately phone the police (999) or children's social care (0845 3459122)

ANYONE CAN MAKE A REFERRAL

***FGM: If a member of staff has a concern that a child is at risk of FGM they must call the police. This IS A LEGAL REQUIREMENT. More information can be found in appendix 2 and appendix 9.**

Research and Serious Case Reviews

Children suffer if we...

- Fail to act on and refer the early signs of abuse;
- Fail to keep records;
- Fail to listen to the views of the child;
- Fail to re-assess and communicate;
- Fail to challenge others who are not acting on the information.

Communication with Parents

- We are fully committed to working in partnership with Parents. This School will ensure the Child Protection and/or Safeguarding Policy is available publicly either via the provision website or by other means.
- Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:
 - The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
 - Leading to an unreasonable delay;
 - Leading to the risk of loss of evidential material.
 - If it would place a member of staff at risk.
- The Provision will ensure that parents/carers understand the responsibilities placed on the school and staff for safeguarding children.

Dealing with Allegations against Staff, Governors and Volunteers.

The School has procedures for dealing with allegations against staff, Governors and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are set out in Appendix 4.

An allegation is any information which indicates that a member of staff/volunteer may have:

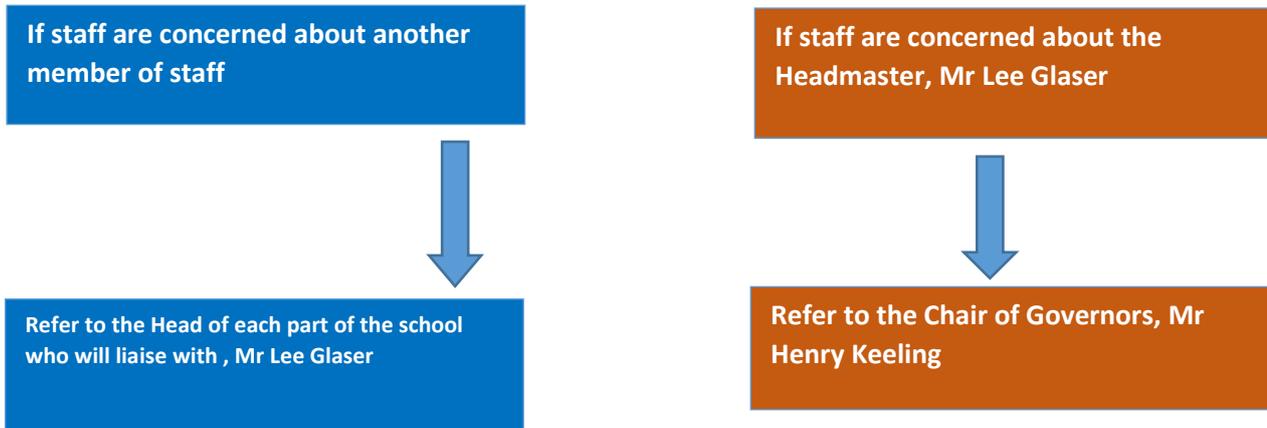
- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

Guidelines:

- This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements. They may feel that the information is small or insignificant but it may form part of a bigger picture and therefore be crucial.
- The person to whom an allegation is first reported will take the matter seriously and keep an open mind. They will not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

- Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher, Mr Lee Glaser.
- The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.
- The Head Teacher/Chair of Governors will not **investigate** the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:
- If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.
- If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance Somerset Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.
- If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.
- The Head of the provision, should as soon as possible, (following briefing from the Local Authority Designated Officer) inform the subject of the allegation.
- For further information see: SSCB's Allegations Management or contact Somerset Direct for a referral to the LADO **Somerset Direct 0300 123 2224**.
- Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
- NSPCC whistleblowing helpline is available for those who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285, line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk
- The School, as a member of the BSA, will also report the matter (on a no name basis with no specific details) to the Safeguarding officer at the BSA. The BSA will be notified when it is permissible to do so (i.e. once the LADO / Police have agreed)
- Detailed guidance is given to staff to ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student. This guidance is contained in the separate Staff Code of Conduct, details of which are outlined in the relevant Appendix
- Staff and volunteers should also follow the School's separate Employment Policies and Procedures Policy Booklet which contains the Whistleblowing Policy (an outline of the 'Whistleblowing' policy is also found in the Appendices) to raise concerns about poor or unsafe safeguarding practices at the School, potential failures by the School or its staff to properly safeguard the welfare of students or other wrongdoing in the workplace that does not involve the safeguarding and welfare of children.
- If a person has been dismissed / removed (or would have been) DBS are informed
- If there is professional misconduct the TRA (formerly NCTL) are informed.

What TS Staff should do if they have concerns about another member of staff



- In the event of allegations of abuse being made against the Head Teacher, where the Head Teacher is also the sole Proprietor of an independent school or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Safeguarding Lead if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2018, for further information)

Allegations of abuse made against other children

Safeguarding issues can manifest themselves via peer on peer abuse. This includes bullying (including cyberbullying); gender based violence / sexual assaults and sexting. It should be remembered that children with SEN can be disproportionately impacted by bullying. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Further information is found in the appendices.

Recent and Near Recent Allegations of Abuse

Any historical allegation will be responded to in the same way as a contemporary concern. It will be a priority to ascertain if the person is currently working with children, and if that is the case, to consider in liaison with the LADO whether the current employer should be informed. Historic allegations of abuse will be reported to the police.

Missing Child Procedures

All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any student missing from education. The procedure includes the requirement to record any incident, the action taken and the reasons given by the student for being missing. Please see the School's separate Missing Persons Policy for further details.

The School will notify Somerset Children's Social Care if there is an unexplained absence of more than two days for a student who has a child protection plan.

Students

Boarders have access to an independent listener and are provided with a range of helplines and contact numbers, including the office of the Children's Commissioner, to ring in case of problems or distress. These are provided in each boarding and day house. Boarders and their parents also have access to the contact details of ISI and the LADO should they have concerns about the boarder's welfare.

All of these arrangements are also available for Day Students (in their Day Houses) and their Parents.

Online Safety

Is a key part of safeguarding as young people do not see the internet as a separate part of their lives. To protect children the school has a filtering system which is monitored every week, the IT department download usage and send the report to HMs who then follow up with individuals whose usage may create cause for concern.

Secure School Premises

The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.

The School will make *reasonable* effort to provide a secure, healthy, hazard-free environment for everyone at and visiting our site. Consequently, all staff will:

- Maintain suitable and reasonable physical boundaries and barriers such as fencing, gates and locks on doors eg if a teacher finds a boundary is unsuitable or broken then they must inform site services immediately.
- Provide appropriate supervision for children at all times and ensuring they are never permitted to enter hazardous or insecure sections areas.
- To challenge any strangers on site.
- Take all reasonable steps to monitor contractors, visitors and volunteers using the premises, requiring them to report to Reception.
- The School keeps a visitors book at Reception. All visitors must sign in on arrival and sign out on departure and are given a copy of the School's pamphlet – 'Safeguarding: Advice for Staff, Volunteers and Visitors. If they are allowed to be unattended on the school site (for example, a tradesman) they will be given a Visitors badge. They are supervised whilst on site through regular checks from school staff. Sometimes visitors are always escorted whilst on School premises by a member of staff or appropriately vetted volunteer eg a prospective parent. When this occurs the visitor may choose not to wear a visitors badge because of the constant supervision afforded.
- All visitors to buildings away from Reception (for example, Houses) must report to a member of staff immediately on arrival and must observe the necessity to be kept under sufficient staff supervision during their visit.

- If a visitor is going to a House in the Senior School they must, during the day, report to the House Keeper and during the evening, the Housemaster / Mistress or Tutor on Duty.
- Fire Drills and First Aid: the school has clear processes and scrutiny with clear records.
- Early years must comply for to EYFS regulations with regards to paediatric first aid and First aid incidents regularly reviewed and acted upon should patterns of accidents emerge.
- Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, Governors and proprietors will consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. The school will take steps to ensure that students do not have unlimited access via 3G and 4G networks.
- There is an on line safety policy for our provision that will include the use of smart phone technology

Confidentiality and information sharing

- The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children.
- The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of WTSC.
- Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.
- Fears about sharing information cannot be allowed to stand in the way of the need to promote welfare and protect the safety of children.
- If staff feel it necessary to create digital images, including photos and film clips then they should consult the DSL.
- The School will preserve records which contain information about allegations of sexual abuse for the term of the IISCA. All other records of allegations are to be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Protocols for visiting speakers

- Before the visiting speaker arrives the member of staff responsible will perform an internet search on the person.
- Any checks carried out on visiting speakers will be placed on the Single Central Register.
- When they arrive at school, a visiting speaker must go straight to reception where they sign in and are given a 'Visitors' badge.
- They will stay in reception until the member of staff assigned meets them.
- They should not be unsupervised with children.

Contacts

The contact details of the LADO:

- Emergency Duty Desk telephone number: 0300 1232224 (option 1)
- Anthony Gobel (the LADO): 01823 359029
- Email address: LADO@n-somerset.gcsx.gov.uk

The contact details for advice relating to Prevent Duty:

- DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 0207340 7264
- and counter.extremism@education.gsi.gov.uk
- Non-emergency Police number: 101

The telephone numbers of the Somerset Children's Social Care department are as follows:

Consultation Line for Children's Safeguarding Leads', 0300 123 3078

Somerset Direct (Children's and Adult's) 0300 123 2224

- CAMHS Telephone Advice Line (12.00pm to 2.00pm Monday to Friday)
- Mendip 01749 836561
- South Somerset 01935 384140
- West 01823 368368
- GP's and Lead Professionals (9.00am to 4.00pm Monday to Friday)
- Early Help Advice Hub 01823 355803
- Emergency Duty Team (EDT) 0300 123 2327
- getset Mendip 01458 833017
- getset Sedgemoor 01278 446771
- getset South Somerset 01935 848942
- getset Taunton and West Somerset 01823 322508 / 01643 700030
- Prevent – Regional Police Prevent Team 01179 455536/539
- channelsw@avonandsomerset.pnn.police.uk

LGBT - stonewall.org.uk

- Somerset Drug and Alcohol Service (SDAS) 0300 303 8788
- Somerset Integrated Domestic Abuse Service (SIDAS) 0800 694 9999
- Somerset Partnership Integrated Therapy Service 0303 033 3002
- (9.00am to 12.00pm, Mon, Wed, Thurs, Fri)

Somerset Support for Education (SSE)

<http://www.supportservicesforeducation.co.uk/>

Somerset Direct

<http://www.somerset.gov.uk/childrens-services/safeguarding-children/report-a-child-at-risk/>

To Be Authorised by The Board of Governors

Signed:

(Chair of Governors: Mr Henry Keeling)

(Governor in charge of Safeguarding: Mrs Elaine Waymouth)

Date:

Effective date of the policy

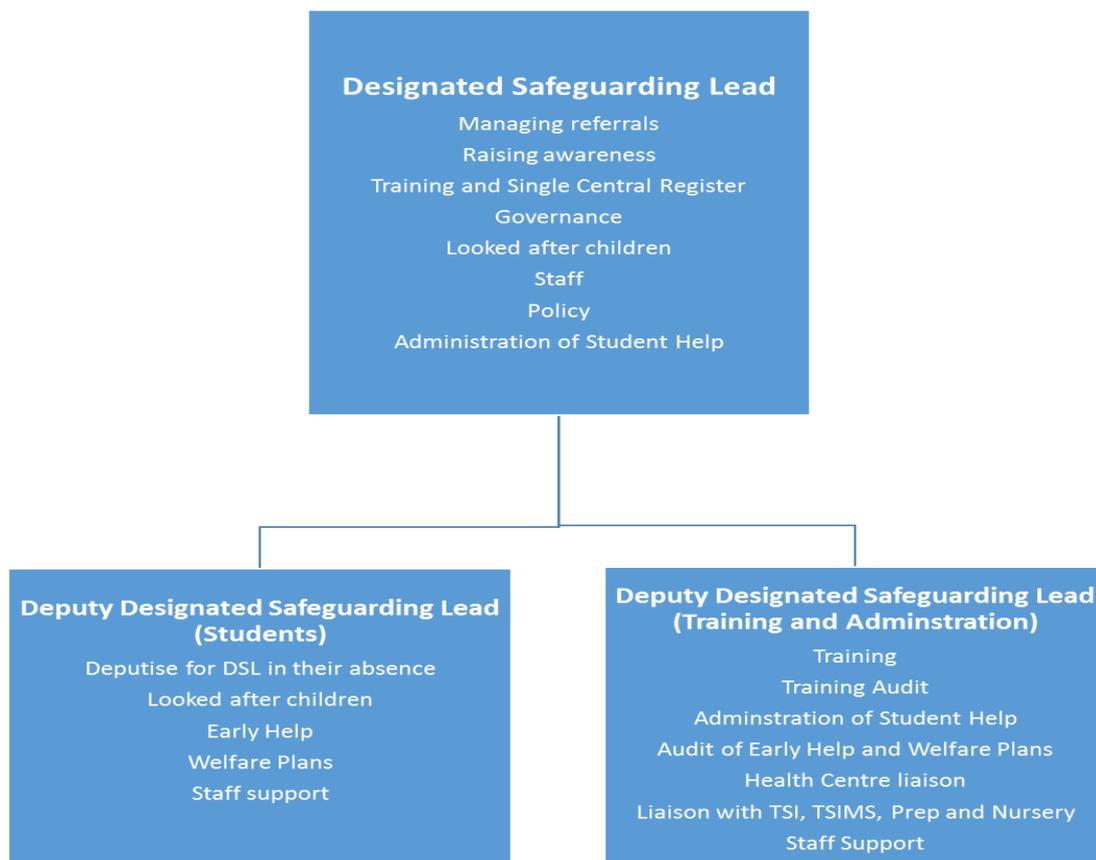
Appendix 1 - The Designated Safeguarding Lead

The Designated Safeguarding Lead for Taunton School is Ed Burnett (Deputy Head] who may be contacted on 01823 703821, or by email at ed.burnett@tauntonschool.co.uk

He has been appointed by the Chair of Governors and the Head; is a member of the School Senior Management and Leadership teams and teaches in in the Senior School.

This section gives more detail to the outline provided earlier. It is written to reflect Annex B in KCSIE (2018).

Job descriptions (overview)



In accordance with Annex B of KCSIE, the main responsibilities of the Designated Safeguarding Lead are:

Referrals

- The DSL/DDSL will refer all cases of suspected abuse or neglect to the Local Authority Children’s Services (Safeguarding and Specialist Services) and/or Police (cases where a crime may have been committed) or to the Channel programme where there is a radicalisation concern.
- Liaise with the Head Teacher or Principal or equivalent to inform him/ her of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations or Section 42 where Adults are concerned

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Support staff members around requests for involvement to other agencies.

Sharing, storing and scrutiny of information

- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and where applicable the name of the virtual school Head Teacher in the authority that looks after the child.
- Have a good knowledge and attend meetings (or submit reports) to contribute to the planning for children who have Child in Need or Child Protection Plans.
- Utilise, implement, scrutinise and monitor the use of Early Help Assessments in the provision.
- Ensure recording child safeguarding and child protection files are correctly drawn up with effective chronologies and regularly reviewed to scrutinise any patterns or drift/outstanding actions.
- Ensure the education provision's Single Central Record is correct at all times and safe recruitment procedures are upheld.
- Undertake the necessary training and ensure it is shared within the setting
- Annual Review : The DSL will liaise with the Safeguarding Governor to produce the Annual Review and report which is given to Governors

Site Security

- Work with relevant staff in the provision to ensure the site is safe and secure.
- Ensure the provision's site security and risk assessments are maintained and completed to support staff and children feel safe.

Training

The Designated Safeguarding Lead will undergo the Local Authority's formal training every two years.

The DSL will also undertake Prevent (WRAP) awareness and disseminate in addition to this training.

The DSL will continue to undertake training in online safety and SEND

Their knowledge and skills will be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually. Other requirements include:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments. (EHA)
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

- Ensure each member of staff has access to and understands the provision's safeguarding and child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand and support the school or college with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- Be able to keep detailed, accurate, secure written records of concerns and referrals with actions and outcomes.
- Obtain/disseminate access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

The designated safeguarding lead should ensure the provision's policies are known, understood and used appropriately.

- Ensure the provision's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the Somerset Safeguarding Children's Board (SSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the provision, the DSL will
 - consider sharing the information at an early stage before transferring the file
 - ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.
- Education providers should obtain proof that the new setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.
- If the child leaves and their whereabouts are unknown or to move to elective home education the last school known retains the file

The DSL has attended:

- a. Introduction to Child Protection training course. 1st May 2015
- b. Two day inter-agency course, 'Working Together in Child Protection'. 17th and 18th June 2015. One day refresher course 'Working Together to Safeguard Children' 2017
- c. Optimus Education, Child Protection in Education 2015 Conference. September 2015, 2016, 2017, 2018
- d. Workshop to Raise Awareness of Prevent. October 2015
- e. Optimus Education, Embedding SMSC and British Values. March 2016

The Deputy Designated Safeguarding Lead (Training) will carry out this role where the Designated Safeguarding Lead is unavailable. If the DSL is away all staff will be made aware and what the contingencies are.

Appendix 2 - Types and Signs of Abuse

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

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, and slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FII). There's no excuse for physically abusing a child. It causes serious, and often long-lasting, harm – and in severe cases, death.

Neglect is the ongoing failure to meet a child's basic needs and is abuse. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents. A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage - even death.

Sexual Abuse A child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact and it can happen online. Sometimes the child won't understand that what's happening to them is abuse. They may not even understand that it's wrong.

Emotional abuse is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them. Children who are emotionally abused are often suffering another type of abuse or neglect at the same time – but this isn't always the case

Possible examples:

- the student reveals they have been abused or asks a question or makes a comment which gives rise to that inference;
- there is no reasonable or consistent explanation for a student's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;
- the student's behaviour stands out from the group as either being extreme;
- model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the student's behaviour e.g. extrovert to introvert, or vice versa;
- the student asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;

- the student's development is delayed, the student loses or gains weight or there is deterioration in the student's general wellbeing;
- the student appears neglected, e.g. dirty, hungry, inadequately clothed and the student is reluctant to go home, or has been openly rejected by his / her parents or carers.

Specific abuse and vulnerability concerns.

Domestic Abuse

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children, and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess, but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so, hoping that someone will realise something is wrong.

Fabricated or Induced Illness by Carer (FII)

FII is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.

FII can cause significant harm to children. FII involves a well child being presented by a carer as ill or disabled, or an ill or disabled child being presented with a more significant problem than he or she has in reality and suffering harm as a consequence.

There are three main ways of the parent/carer fabricating or inducing illness in a child:

Fabrication of signs and symptoms, including fabrication of past medical history.

Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents, and specimens of bodily fluids.

Induction of illness by a variety of means.

The possibility of fabricated and induced illness should be considered where there are discrepancies between professional and parental perceptions of the child's needs or of any illness or disability and where there is a possibility of significant harm to the child. Where there are suspicions of FII in a child, the school's DSL must make a referral to Children's Social Care and/or the Police. Parents should not be informed of suspicions at this stage.

Child Exploitation, Sexual (CSE) and Child Criminal Exploitation

There will be other circumstances which give cause for serious concern about the welfare of children; such as Child Exploitation (CE).

The exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

CSE can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are common; involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

The current definition updated March 2017 states:

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.

Further information on county lines can be found at <https://www.childrensociety.org.uk/what-is-county-lines>

Somerset's CSE screening tool can be found at:

<http://sscb.safeguardingsomerset.org.uk>

- Action by TS: TS recognises that inter-agency working is especially important when trying to tackle CSE

Peer on peer abuse including (Harmful Sexual Behaviour, Sexual violence and Harassment in education 2017)

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to children's services and the police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

When considering whether behaviour is abusive, it is important to consider: whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or whether the perpetrator has repeatedly tried to harm one or more other children; or where there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

The School uses Somerset County Council's 'The Sexual Behaviours Traffic Light Tool' by the **Brook Advisory Service** to help assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool.

Guidance on responding to and managing sexting incidents can be found at: <https://ceop.police.uk> and in the separate appendix on Sexting.

How TS protects children from Peer on Peer abuse

- Peer on peer abuse will be taken very seriously - Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter" or "part of growing up" - and, if appropriate, the school will seek the advice of children's social services and /or The Police. Eg in August 2017 the CPS was given direction to treat online hate as seriously as face to face hate crime. (see Behaviour Policy for more detail). The School, as a member of the BSA, will also report the matter (on a no name basis with no specific details) to the Safeguarding officer at the BSA. The BSA will be notified when it is permissible to do so (i.e. once social services / police have agreed); when it involves current or historic cases and with any information which is in the public domain.
- If a member of staff believes that it has taken place then they must follow normal safeguarding procedures i.e. they must take it seriously and report any concerns they have or, in the case of significant harm, report it to the relevant external agency.
- If the school conducts its own internal investigation into the matter (this may be dependent on the advice given by the Somerset Child Social Services and the police) the staff will ensure that they follow the protocol laid down by the school when investigating a disciplinary matter and, if appropriate, will conduct an on-going

risk assessment to ensure the students (both victim and perpetrator) receive appropriate support. Eg sleeping arrangements for boarders may need to change.

- The school will remember that the alleged 'bully' may also be a victim themselves.
- TS ensures, through its PSHEE and other programmes (eg Chapel, Assemblies and, in the Senior School, 'Horizons') that students are updated on advice (from CEOP) about Sexting and Gender issues including girls being sexually touched / assaulted or boys being subject to initiation / hazing type violence. (please see Appendix 14 for further information on Sexting)
- If students are involved in sexting and / or Gender issues include girls being sexually touched / assaulted or boys being subject to initiation / hazing type violence, they will be subject to the school's disciplinary sanctions and may involve CSC and the Police. In the case of Sexting, the DSL will always liaise with CEOP and will call the DSL helpline for advice in the case of 'Gender issues including girls being sexually touched / assaulted or boys being subject to initiation / hazing type violence'.
- Allegations against students should be reported in accordance with the procedures set out in this policy. Any incident of bullying will be treated as a safeguarding concern when there is reasonable cause to suspect that a student is suffering or is likely to suffer significant harm and such abuse will be referred to local agencies.
- A student against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. However, until any formal outcome is agreed with other agencies, the suspension would be seen as a neutral act to protect all the children involved because whether they are the perpetrator or the victim, in this situation all children are treated as being at 'risk'.
- If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social care, the student's parents are informed as soon as possible and that the student is supported during the interview by an appropriate adult. In the case of students whose parents are abroad, the student's Guardian will be requested to provide support to the student and to accommodate him / her if it is necessary to suspend him / her during the investigation.

What TS does to try and reduce the chances of Peer-on-Peer abuse.

- TS clearly sets out its values – that bullying is not tolerated - through chapel, assemblies, PSHEE lessons and lectures;
- TS aims to educate its students about appropriate boundaries of behaviour through its PSHEE programme which is supported by Chapel, assemblies and lectures;
- TS rewards and sanctions clearly support this: students who are found to have bullied another student can expect a serious sanction.
- Students have opportunity to voice their concern through weekly tutor meetings, on-line surveys, school forums, peer mentoring programmes. The Health Centre is also very important in this area;

- TS has a strong community system (for example in the senior school and at TSI based around their houses; in the prep school based around their form groups) which is based on care and inclusion;
- Students have clear guidance, in their houses, about who they can turn to if they are struggling;
- In the Senior School students, with input from Staff, have written an 'Acceptable Code of Conduct for Screen Use'. This has helped to frame boundaries of use but also to ensure that students and staff are educated to use these devices safely.

In order to minimise the risk of peer on peer abuse the school will also make reference to:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Honour-Based Violence (HBV)

So-called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation, Forced Marriage and practices such as breast ironing.

All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Female Genital Mutilation (FGM)

FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (World Health Organisation). It is also sometimes referred to as female genital cutting or female circumcision. The practice is illegal in the UK.

FGM is not an issue that can be decided on by personal preference – it is an illegal, extremely harmful practice, and a form of child abuse and violence against women and girls. Professionals in health, social care and teaching have a statutory duty to report all cases of FGM to the Police where disclosure or signs of FGM are noted, or where a person knows or suspects FGM has been – or will be – perpetrated. When someone reports FGM to the Police, they should ask for a crime reference number.

If there is an IMMEDIATE RISK, call the Police on 999 (emergency number).

If there is NOT an immediate risk, call the Police on 101 (non-emergency number).

Forced Marriage

The UK Government describes this as taking someone, usually overseas, to force them to marry (whether or not the FM takes place), or marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not). Breaching a Forced Marriage Protection Order is also a criminal offence.

When a disclosure or signs of FM are noted, staff should always alert the Headteacher immediately. We should never attempt to intervene directly as a school or through a third party. In such situations, the DSL will always call either Somerset Direct/Police and/or the Forced Marriage Unit on 020 7008 0151.

Breast Ironing/Binding

Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or to disappear.

When a disclosure or signs of breast ironing are noted, staff should always alert the DSL immediately.

Faith Abuse

Faith abuse is linked to a belief in witchcraft or possession by spirits and demons. In such instances, physical and/or psychological violence may be used in order to "get rid" of the possessing spirit.

Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. This includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs."

Faith abuse usually occurs in the household where the child lives. It may also occur in a place of worship where alleged "diagnosis" and "exorcism" may take place.

When a disclosure or signs of faith abuse are noted, staff should always alert the DSL immediately. In such situations, the DSL will always call Somerset Children's Social Care Emergency Duty Team on 0300 123 2224.

Extremism and Radicalisation

The UK Government defines extremism as: "The vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs" and/or "calls for the death of members of our armed forces, whether in this country or overseas." Radicalisation is defined by the UK Government within this context as: "The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups."

We take the "Prevent" duty seriously and recognise that Safeguarding against extremism and radicalisation is no different from Safeguarding against any other vulnerability; it is about protecting children and young people from being groomed and exploited by others.

Signs of Abuse (in addition to the ones already outlined above)

- There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
- Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
- Indicators of vulnerability include:
 - Identity Crisis – the student is distanced from their culture and experiences discomfort about their place in society;
 - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- Isolation: removing themselves from their normal social group and finding solace on-line. Terror groups are adept at using on-line forums to listen to disaffected young people and offer them a different route out of their personal circumstances.

TS has completed a Prevent Risk Assessment which is available on request.

- The School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society’s values. Students and teachers have the right to speak freely and voice their opinions, and we do not want this new duty to inhibit teachers and students ability to express and explore ideas. We will build students’ resilience by promoting fundamental British values, and enabling them to debate controversial issues.
- We will provide a safe space where our students and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. Freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an

unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

- The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism.
- The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Taunton School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- Taunton School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, extremist Animal Rights movements, etc.

Risk reduction

- The school governors, the Head, and the Designated Safeguarding Lead will assess the level of risk within the school, considering the general risks associated with the area, and put actions in place to reduce that risk. Risk assessment may include consideration of the school's curriculum, SEN & LD (referred to as AEN at TS) policy, assembly policy, security policy, the use of school premises by external agencies, integration of students by gender and SEN / LD, anti-bullying policy, and other issues specific to the school's profile, community and philosophy.
- Mindful of the widespread use of social media and the internet by all students, and the increased use by ISIL and others to groom and radicalise young people that way, we will include this aspect in our Acceptable Use policy and encourage all staff and parents to take greater interest in students online activity and interest.
- This risk assessment will be reviewed as part of the annual Governors' review.

Response

- Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Taunton School is Mr Ed Burnett. Amongst other training he has undertaken the online general awareness training module on Channel, and will ensure that other key pastoral staff also complete this. The responsibilities of the SPOC are described at the end of this policy.
- When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person. A consultation with the Channel coordinator will follow

- Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.
- The school will take appropriate steps to ensure that visiting speakers are suitable and appropriately supervised. Those organising visits from outside speakers are expected to conduct a reasonable degree of research to ensure that visitors are appropriate. In this context an internet search, for example, may sometimes be more instructive than formal vetting checks. If there is any doubt about the suitability of a speaker the DSL should be consulted.

Historical Abuse

Historical abuse (also known as non-recent abuse) is an allegation of neglect, physical, sexual or emotional abuse made by or on behalf of someone who is now 18 years or over, relating to an incident which took place when the alleged victim was under 18 years old.

The Police should be informed about allegations of crime at the earliest opportunity. Any reports of historic abuse made to Avon and Somerset Police must be to the Safeguarding Co-ordination Unit 01823 349037.

County Lines, Cross Borders, Gangs, Trafficking and Cuckooing

These are police terms for urban gangs supplying drugs to suburban areas and market/or coastal towns using dedicated mobile or 'deal lines'. Gangs use children and vulnerable people to move drugs and money. Often they take over the homes of vulnerable adults and children by force or coercion in a practice referred to cuckooing. Getting involved in gang culture can have serious and potentially devastating consequences, with dealers/offenders/members not afraid to use violence. There are people themselves vulnerable and at risk of exploitation by gang members from outside the county. Any activity that seems to be suspicious, or involve drug dealing/crime/exploitation should be passed to the police on 101. Should young people thought to be involved the early help assessment is a useful tool. A request for involvement to CSC/police is needed if the child is at immediate risk of harm.

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

Private Fostering

Private fostering is when a child under the age of 16 (18 if they are disabled) lives with someone who is not a close relative, guardian or person with parental responsibility for 28 days or more. Private fostering is not the same as fostering arranged by the local authority.

Children and young people become privately fostered for a variety of reasons

- Their parents live overseas and they come to this country to attend school
- Their parents are ill and cannot look after them
- Their parents work away from home, possibly abroad
- Their parents have come to the UK to study or work and require someone to look after their children
- They are teenagers who are estranged from their families

The law says that the Local Authority must be told about all private fostering arrangements. The child's parents or carers should notify us of the arrangement, although anyone else involved in making the arrangement or who is aware of it also has a responsibility to inform us.

The Children Act 1989, and section 44 of the Children Act 2004, outlines the legal duty of the local authority to make sure that the welfare of all privately fostered children is safeguarded and promoted.

A social worker will need to check the placement is suitable and that all the needs of the child or children are being met. They will also speak to the child or children to make sure that a thorough assessment of the placement is carried out.

When we are made aware a child may be privately fostered a request for involvement will be made to Somerset Direct.

Hate Crime

A Hate Incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender. If a teacher or a student or anyone you know has been called names, been bullied or had anything happen to them that you think may be because of one of these factors, then it should report this as a hate incident: the school will take it very seriously because it is potentially a criminal act. Not all hate incidents will amount to criminal offences, but those that do become hate crimes.

Online Abuse

This type of abuse happens on the web, through social networks, playing online games or using a mobile phone. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only

happens online (for example persuading children to take part in sexual activity online). Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

TS has an exhaustive PSHEE programme which educates students about how to be safe on line and where to turn for help should it happen to them. Furthermore, the school has a robust filtering system with reports generated for pastoral leads to help them identify vulnerable students.

Grooming

Is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse.

Missing Children

Anyone under the age of 18 years is to be considered “missing” if he/she is absent from his/her place of residence without authority to a degree or in circumstances where the absence causes concern for safety of the child or a danger to the public” This includes children and young people who have been forced to leave home and those whose whereabouts are unknown and those who feel they have had to leave home (rather than making a positive choice to do so).

High risks concerns include where:

- The responsible adult has no indication when the child is likely to return
- The child develops a pattern of going missing repeatedly
- The child’s location is unknown, or reason for absence is unknown there is cause for concern for the child because of their vulnerability
- The child is at high risk of CSE/gangs
- The child is pregnant or has a young child
- The child has a history of suicidal thoughts or behaviours
- The child is at risk of radicalisation

See Somerset Safeguarding Children Board Protocol for Children who go missing .

<https://sscb.safeguardingsomerset.org.uk/wp-content/uploads/2016/06/Missing-Children-Protocol.pdf>

Children missing Education (CME) are children of compulsory school age who:

Are not on a school roll, and

Are not getting a suitable education other than at school

Children on roll

Where there are Children on roll but missing education through complex, refusal or medical need (including those cases open to education welfare service, health or SEN) remain the **settings** responsibility for safeguarding and procedures will be put in place to monitor their wellbeing

Should a child/parent refuse or be non-attending due to a court process for poor attendance the provision needs to escalate and monitor welfare. Cases should be referred to *The Team around the School* who will consider support or escalation

Children who run away or go missing – TS response

- A child going missing from education, particularly on repeat occasions, could be at harm and could become a child protection issue. Children missing education are at a significant risk of underachieving, being victims of harm, exploitation or radicalisation. Longer term, they become 'not in education, employment or training'.
- This aspect of the policy will be managed on a day to day basis by Housemasters / Housemistresses and will be supported by tutors. They need to be alert to patterns of behaviour including regular days or parts of days missed. These patterns can be identified through daily registration and through signing out. If patterns do occur they must share this information with the Child Protection Officer or directly with the DSL.
- Pastoral staff should be particularly aware that children who go missing could be exposed to exploitative relationships which can lead to forced marriage, FGM and CSE.
- If a student fails to attend school regularly or has been absent without school permission for a continuous period of 10 days or more, the school will inform the Local Authority
- If the school remove or add a student's name to the admissions register at non-standard transitions the school will inform Somerset Children's Services.
- If the student is removed at standard transitions under the age of 16 and TS do not have confirmation from the next school or college which they are moving to then the school will inform Somerset Children's Services. In this circumstance the school will, initially, make reasonable enquiries to establish where the student has moved to.

The School will notify the Somerset Safeguarding Board

https://www.proceduresonline.com/swcpp/somerset/p_ch_missing_educ.html) if a child meets one of the following criteria:

- If the school is about to remove a student's name from the school admission register under any of the 15 grounds listed

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

- The school will make reasonable enquiries to establish the whereabouts of the child. This will include students who are registered but do not turn up
- and will notify Somerset Children's Services. within 5 days of adding a child's name to the admission register at a non-standardised point.
- If a student has not returned to school for 10 days after an authorised absence or is absent from school without authorisation for 20 consecutive days then the school will work with Somerset Children's Services to try and locate the child. (only applies if the school does not have reasonable grounds to believe that the student is unable to attend because of sickness or unavoidable cause).

When a student leaves the school and TS are unsure where they are moving to, the school will endeavour to make reasonable enquiries and if they cannot establish their whereabouts they will contact Somerset Children's Services.

Missing Children MissingChildren@somerset.gov.uk

Elective Home Education Team EHETeam@somerset.gov.uk

Appendix 3: Early Help Guidance for Staff

"Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years, through to the teenage years". Working together to Safeguard Children, March 2018.

Aim

Everyone who comes into contact with children and their families has a role to play in safeguarding children.

As much as possible, the best way to support children is to ensure that children receive Early Help.

The signs and symptoms may be similar to the ones outlined above but may be more subtle.

- Behavioural changes
- Grades begin to decline
- They become isolated from their friendship groups
- They spend more and time on-line
- Their physical health deteriorates
- They become more irrational, aggressive and difficult
- Their interests change with no clear reason or explanation

The important thing to remember is that it is everyone's responsibility to intervene; to ask questions (child abuse might not be obvious and a child might not tell anyone what is happening: staff should question behaviour if something seems unusual) and offer support; to liaise with key pastoral leaders within the school and ultimately to chat to the DSL or child protection officers.

Action staff must take

If a member of staff believes that a child is struggling or showing any possible signs of difficulty (see Appendix 2) they should discuss the issue with the DSL or, as per the Safeguarding Management Structure, **the Child Protection Officers** in the different parts of the School.

The DSL will then work with that member of staff (and other relevant staff) to put together an Early Help intervention programme. This may well include support from outside agencies as part of an Early Help Assessment (Level 2 as per Somerset Safeguarding Children Board Thresholds for Assessment).

The DSL will ensure that, with other internal staff and external agencies, there is constant review (if appropriate, including the parents of the child) and if necessary a different referral (Level 3) if the child's situation does not appear to have improved.

Appendix 4: Managing Allegations and Escalation

Where an allegation or complaint is made against any member of staff or volunteer, including the Designated Safeguarding Lead, the matter should be reported immediately to the Head, or in his absence to the Chair of Governors. Where appropriate, the Head will consult with the Designated Safeguarding Lead and the allegation will be discussed immediately with the LADO before further action is taken.

This policy should be implemented regardless of whether the complainant is over or under 16 because of the potential for an abuse of trust. Parents should be informed as soon as a referral to Children's Social Care has been made by the Designated Safeguarding Lead, **unless to do so would put the student at greater risk of harm.** If there is any doubt, the DSL will consult with the Police/Children's Social Care beforehand.

Where an allegation or complaint is made against the Head, the matter will reported, by the DSL, immediately to the Chair of Governors, or in his absence the Vice-Chair, without first notifying the Head. Again, the allegation will be discussed immediately with the LADO before further action is taken.

If it is not possible to report to the Head or Chair of Governors in the circumstances set out above, a report should be made immediately to the Designated Safeguarding Lead or, if he / she is unavailable, the Deputy Designated Safeguarding Lead. The Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Chair of Governors.

The person taking action in accordance with the procedures in this Appendix is known as the "case manager".

Notify OFSTED within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at School (whether the abuse took place either at school or elsewhere) or any other abuse on the premises where this relates to a student within the Early Years Foundation Stage.

The School will consider reporting to the Charity Commission in serious cases and in line with Charity Commission guidelines. It will also report, on a no names basis, cases to the BSA.

If the allegation meets the required criteria the DSL will contact the Local Authority Designated Officer (LADO) within 1 working day.

- 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.

Phone Somerset Direct on **0300 123 2224** for a referral.

The same procedure will be followed with near recent or historic allegations of abuse with the DSL contacting the LADO for advice. The LADO may ask the DSL to contact the Police directly.

The LADO's role is to provide advice and guidance to organizations dealing with allegations, to liaise with the police and other agencies, and to monitor the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

All referrals should be made in the first instance by phone to Somerset Direct indicating that you wish to refer an allegation against an adult who works with children. The DSL will then follow up all referrals using the LADO Reporting Form (referred to as an 'ARF') available on the Somerset Children Safeguarding Board site.

All allegations against staff are dealt with in accordance with 'Working Together 2015'. In addition, the DSL will have regard to Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2018) most of which is covered below. Should the allegation be about a CPO, DDSL, DSL or Head then allegations should be passed to a higher level such as a chair of governors.

Escalation

When working with professionals from other agencies there will at times be differences of opinion with regards to how to respond to an identified concern about a child, young person or family. Disagreements can be a sign of developing thinking, and the value of exchanging ideas from different perspectives should not be under-estimated and is one of many benefits of partnership working.

Transparency, openness and a willingness to understand and respect individual and agency views are core aspects of a safe multi-agency / inter-agency working. Good preparation, open lines of communication and planning by professionals who take responsibility for decision-making will ensure differences of view are kept to minimum. However, disagreements may disadvantage the child or family involved if they are not resolved constructively and in a timely manner.

Safeguarding and promoting the welfare of children is a responsibility shared by all agencies. If any member of staff feels that a professional or an agency is not acting in the best interests of the child, young person or family, they have a **responsibility** to respectfully challenge the professional or agency. The Somerset Children Safeguarding Board or the SSE Education Safeguarding Adviser can provide further advice on this matter.

Disclosure of information

The case manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted.

If the accused person is a current employee the school will act to manage and minimise the stress inherent in the allegations process:

- The accused will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action unless there is an objection by the children's social care services, the LADO or the police.
- The accused will be advised to contact their trade union, they will have a colleague assigned to support them and they will be given access to welfare counselling or medical advice.
- The case manager, usually the DSL, will keep the accused informed of the progress of the case and, if the person is suspended, colleagues and friends should not be prevented from social contact unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

The Parents (or carers of the children) involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process.

Where the LADO advises that a strategy discussion is needed, or the police or children's social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed therefore parents should be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are on-going as set out in the Education Act 2002 (section 141F).

Further action to be taken by the School

If it is decided, by the Local Authority Designated Officer (LADO), that an investigation is called for, it is the responsibility of the LADO to arrange a meeting (called a Strategy Meeting) to discuss how the next steps are handled. This would normally involve the Police, Children's Social Care, the Designated Safeguarding Lead and possibly the Headmaster. The arrangements agreed upon will usually include informing the parents and, if in the best interests of the child, seeking their consent for any immediate medical examination. The child's competence to give consent will always be taken into consideration.

If, at the strategy meeting, it is established that the allegation is not criminal but is still of concern it will be agreed what further action, if any, needs to be taken. At the conclusion of the investigation, if criminal proceedings do not ensue, there is a range of possible sanctions available to the school including, where the circumstance warrant it, dismissal. These decisions will be taken by the school in conjunction with the school's legal advisers and human resources advisers. Details of all investigation and outcomes should be carefully recorded and securely stored in staff personnel files unless the allegation is found to be malicious.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

The strategy meeting will also recommend to the employer whether the member of staff can remain on the school site or not, pending further investigation. It is the employer's decision alone whether suspension/leave of absence is implemented although this should only be the case if there is no reasonable alternative. Due weight will be given to the LADO's views when considering suspension. If the allegation relates to a member of House staff, or other residential staff, accommodation away from school is likely to be arranged. If the allegation is against a member of staff, and the Police/Children's Social Care decide to take the case further, it is reasonable to ask the Police to give some indication of their timescales. The LADO can also advise in terms of process.

Where a member of staff is suspended or required to be absent, the School will pay the reasonable cost of alternative accommodation for the member of staff and, if necessary, for his or her family, if, in the opinion of the Headmaster, it is necessary for him or her to live away from his or her usual accommodation.

If the child may have suffered significant harm or a criminal prosecution may occur, the school will work with Children's Social Services and / or the police to ensure that the child is supported.

The school will make every effort to maintain confidentiality and unwanted publicity during the course of the investigation. For example, avoid publication of any material which may lead to the identification of a teacher who has been accused.

Complaint or Allegation?

It is important to draw a distinction between complaints and allegations against staff. In other words, the difference between behaviours that suggest misconduct or unprofessionalism, and those which specifically raise child protection concerns.

Any concern which involves the possibility of physical, emotional or sexual abuse will **always** be discussed with the Local Authority Designated Officer (LADO) and their advice taken. If child protection procedures are needed, an investigation will be carried out by Children's Social Care and the Police, as happens with any other referral. The Designated Safeguarding Lead, the Headmaster and Governors **must not** carry out investigations themselves in these circumstances. They will be invited to a Strategy Meeting at a very early stage.

Decisions about suspension and the use of disciplinary procedures are for the Headmaster and Governors alone, but action may need to be co-ordinated where there is a wider investigation involving Children's Social Care and/or the Police.

Ceasing to use staff

If the School ceases to use the services of any members of staff or volunteers because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.

Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made.

Unsubstantiated, false or malicious allegations

Where an allegation by a student is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

Whether or not the person making the allegation is a student or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

Record keeping

Details of allegations found to be malicious will be removed from personnel records.

For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal pension age or for a period of ten years from the date of the allegation, if this is longer.

An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references.

Appendix 5: Prevent

Radicalisation and Extremism is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

“Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (HM Government Prevent Strategy 2011). Prevent is one part of the United Kingdom’s counter-terrorism strategy (CONTEST) and aims to stop people from being exposed to extreme ideologies and becoming radicalised. The CONTEST strategy is divided up into four priority objectives:

- Pursue – stop terrorist attacks
- Prepare – where we cannot stop an attack, mitigate its impact
- Protect – strengthen overall protection against terrorist attacks
- Prevent – stop people becoming terrorists and supporting violent extremism

It is an approach that involves many agencies and communities, to safeguard people who may be at risk of radicalisation. Since the publication of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been attempts to radicalise vulnerable children and young people to develop extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks. Children should be protected from messages of all violent extremism.

To report concerns, contact the Regional Police Prevent Team:

- Phone: 01179 455 536
 - Email: channelsw@avonandsomerset.pnn.police.uk
 - SWCPP (Safeguarding Children and Young people against Radicalisation and Violent Extremism)
- http://www.proceduresonline.com/swcpp/somerset/p_sg_ch_extremism.html?zoom_highlight=prevent Revised

Prevent Duty guidance for England and

- Wales <https://www.gov.uk/government/publications/prevent-duty-guidance>

Appendix 6: Dangerous Drugs

As part of the statutory duty on education providers to promote pupils' wellbeing schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. To support this, the Government's Drug Strategy 2010 expects the school is able to provide the information, advice and power to:

- Provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service;
- Tackle problem behaviour in schools, with wider powers of search and confiscation;
- Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.
- Have a designated, senior member of staff with responsibility for the drug policy and all drug issues (Ed Burnett) within the setting.
- Establish relationships with local children and young people's services, health services and voluntary sector organisations to ensure support is available to pupils affected by drug misuse (including parental drug or alcohol problems).

Searching and Confiscation Advice on searching and confiscations can be found in the relevant, separate policy.

Appendix 7: Attendance

This applies to children who have long term absence due to medical need and children at school with medical conditions. These children should be properly supported so that they have full access to education, including school trips and physical education.

- Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements for supporting pupils at their school with medical conditions

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf

Appendix 8: Restraint

What is reasonable force? (Please also refer to the specific policy, 'The Use of Reasonable Force')

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. The School does not operate a 'no touch policy'

- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_a_dvice_Reviewed_July_2015.pdf

Appendix 9: Changing for PE

There is no current legislation around safe PE changing practices; it is up to individual schools to write their own guidelines. Below are some of the guidelines which are reflected in the School's approach.

Clear guidelines are recommended because:

- getting changed can make some children feel vulnerable
- getting changed can cause anxiety for some children
- staff can feel unsure about PE changing supervision and how to ensure that both children and adults are safe.

Changing areas

- Where possible, use designated single-gender changing rooms or areas.
- Mixed gender changing areas are less appropriate as children get older and staff need to be sensitive to those who physically mature at a much earlier or later age than their peers.
- In most circumstances, boys and girls should be changing in separate areas by the time they are aged 7/8.
- Schools should make adequate and sensitive arrangements for changing which consider the needs of pupils with disabilities and children from different religions, beliefs and cultural backgrounds or gender identity.

Appendix 10: The SSCB

The Somerset Safeguarding Children Board (SSCB) is the statutory, multi-agency partnership with responsibility for coordinating, monitoring and challenging all activity relating to safeguarding children and young people living in Somerset. Safeguarding Children Boards were set up as a result of the 2004 Children Act and are regulated by that law.

The work of the SSCB is broad and varied but includes:

- Developing multi-agency policies and procedures for safeguarding
- Participating in the strategic planning of children's services
- Communicating the need to safeguard and promote the welfare of children to professionals and the public
- Conducting Serious Case Reviews when a child dies or is seriously harmed and abuse or neglect is suspected
- Ensuring procedures to ensure a coordinated response to unexpected child deaths
- Collecting and analysing information about all child deaths that occur in the area to identify issues of concern
- Providing multi-agency training and development to staff on safeguarding children

The SSCB have developed a range of learning opportunities that have been informed by the Board's priorities, quality assurance activities and learning reviews, which aim to equip you in your tasks and enable you to work confidently alone and alongside others to keep children safe and promote their wellbeing. These training opportunities and a wide variety of information, advice, tools and resources is located on the website: <http://sscb.safeguardingsomerset.org.uk/>.

Appendix 11: Intimate Care

There are times intimate care is needed. This is most likely to happen in the School Health Centre where clear guidelines are given to staff.

Appendix 12: Professional Conduct and Safety

- Our staff, volunteers and visitors will be provided with clear guidance on professional behavior and standards in the School's code of conduct
- Use of provide phones, smart technology, private email address etc should not be used to communicate with parents or children about setting issues, it is advised social networks are protected and used professionally.
- Care should be taken if staff feel it necessary to create digital images, including photos and film clips.
- Many staff are issued with school phones which are used to take photos. These are managed by the school IT system and registered to the school.
- Staff without school phones can use a school camera (please talk to Lisa Palmer, The Director of Admissions) – they should not use their personal phone to take photos and record images.
- **In accordance with Early Years legislation, use of personal mobile devices to record images is forbidden on the school site. These are locked away during the activity sessions. However, if parents have signed and given written permission, tablets and school cameras are used to record pathway development profiles.**
- Particular care should be taken when carrying out sports coaching or music tuition where it may be necessary to make physical contact with students to demonstrate correct positioning, or work on a one to one basis. If in doubt contact the Designated Safeguarding Lead for guidance.
- Good practice includes valuing and respecting children as individuals, and the adult modelling of appropriate conduct - which will always exclude bullying, shouting, racism or sexism.
- For further advice on good professional practice see Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings.

The following is a list of actions that staff should use as examples of good and bad practice. It is not exhaustive but it gives a picture of what is expected of staff:

HOW DO WE PROTECT OURSELVES?

- ❖ Maintaining open and unambiguous behaviour towards children – adopt safe working practices
- ❖ Respecting the rights, needs and position of children within the school
- ❖ Not condoning inappropriate behaviour in others
- ❖ Taking action to safeguard children
- ❖ Resisting favouritism

DO NOT

- ❖ Kiss or cuddle a young person
- ❖ Tickle or engage in other games involving physical contact
- ❖ Do anything of a personal nature for a student that they can do for themselves
- ❖ Force a student into a position or place
- ❖ Give a student a lift alone in a car unless planned and disclosed*

(it is cold, dark and the pupil is therefore at risk)

- Ask them to sit in the back.

- Take them to their destination and make contact with a supervising adult. If they are not in, call the supervising adult to explain what you have done.
- Tell a Child Protection Officer or DSL straight away.

Abuse of trust

All school staff and volunteers are aware that inappropriate behaviour towards students is unacceptable. Staff must also understand that it is an offence for a staff member or volunteer to have a sexual relationship with a student at the school regardless of the age of the student.

Appendix 13: Whistleblowing

IF A MEMBER OF STAFF RAISES GENUINE CONCERN THEY WILL NOT BE AT RISK OF ANY FORM OF RETRIBUTION AS A RESULT. FURTHER DETAILS ARE CONTAINED IN THE PUBLIC INTEREST DISCLOSURE POLICY WHICH CAN BE FOUND IN PERSONNEL POLICIES AND PROCEDURES BOOKLET (POLICY 8), AVAILABLE FROM THE PERSONNEL DEPARTMENT. EMPLOYEES ARE GIVEN LEGAL PROTECTION AGAINST BEING DISMISSED OR PENALISED AS A RESULT OF DISCLOSING SERIOUS CONCERNS.

If staff or volunteers are concerned that Safeguarding concerns not being addressed then they must report it and trust that the senior managers in TS will take it seriously:

What TS Staff should do if they have concerns about safeguarding practices within the school

If staff are concerned about poor or unsafe practice from a Child Protection Officer



Refer to the DSL, Mr Ed Burnett

If staff are concerned about the DSL, Mr Ed Burnett



Refer to the Headmaster, Mr Lee Glaser

Systemic Failing

If a member of staff feels that Safeguarding practices are poor or unsafe and they feel senior management have not taken their concerns seriously then they should contact Somerset Children Services or the NSPCC helpline – 0800 028 0285 or email help@nspcc.org.uk

- In the event of allegations of abuse being made against the Head Teacher, where the Head Teacher is also the sole Proprietor of an independent school or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Safeguarding Lead if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2018, for further information)
- If a member of staff or a volunteer is concerned about poor or unsafe practice and potential failures in the school's safeguarding regime then they see the DSL who will take their concern seriously. If they are worried about the DSL they should see the Headmaster.
- If a member of staff feels uncomfortable raising the issue with senior leaders at Taunton School they should call NSPCC whistleblowing helpline: 0800 0280285

Appendix 14: Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for the School is Mr Ed Burnett. The SPOC is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/students from radicalisation and involvement in terrorism;
- Undertaking training, and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Taunton School in relation to protecting students from radicalisation and involvement in terrorism;
- Where applicable, monitoring the effect in practice of the school's RE curriculum, assembly policy and PSHEE curriculum to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;

- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable student into the Channel* process; attending Channel* meetings as necessary and carrying out any actions as agreed; reporting progress on actions to the Channel* Co-ordinator; and should concerns require support from other agencies there are a number of ways that issues relating to terrorism and extremism can be reported. These include the following –
 - Anti Terrorist Hotline: 0800 789 321
 - Crime stoppers: 0800 555 111
 - Relevant Police force: 101
 - www.gov.uk/report-suspicious-activity-to-mi5
 - www.gov.uk/report-terrorism
- Sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Police Counter-Terrorism Unit, and it aims to establish an effective multi-agency referral and intervention process to identify vulnerable individuals; Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix 15: 'Significant Harm'

The Children Act 1989 introduced the concept of significant harm as:

'the threshold that justifies compulsory intervention in family life in the best interests of the child.'

The Act defines harm as "ill-treatment or the impairment of health or development including, for example, impairment suffered from seeing or hearing the ill-treatment of another"

- "development" means physical, intellectual, emotional, social or behavioural development;
- "health" means physical or mental health; and
- "ill-treatment" includes sexual abuse and forms of ill-treatment which are not physical.

Anyone can make a referral if they are concerned that a child is at **immediate risk of significant harm**. If in any doubt, consult with the Designated Safeguarding Lead.

There are no absolute criteria for establishing significant harm. The following is an extract from guidance which was published in Working Together to Safeguard Children (2010). This guidance was removed from the updated version (2015) but continues to be relevant. What is clear is that it is the personal circumstances of, and their overall effect on, an individual child that must be borne in mind when considering the concept of significant harm.

- ***Whether the harm or likely harm suffered by the child is significant is determined by comparing the child's health or development with that which could reasonably be expected of a similar child.***

It is impossible to be prescriptive about the judgments that should be made in different situations because of the interplay of a number of factors. Sometimes, a single traumatic event may constitute significant harm, e.g. a violent assault, suffocation or poisoning. More often, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage a child's physical and psychological development.

Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. Others may suffer significant harm from seeing or hearing the ill-treatment of another, for example in cases of domestic abuse. In all cases, to decide whether the child is suffering or is at risk of suffering significant harm, a number of relevant factors should be considered which might include:

- The degree and extent of harm or neglect;
- The duration and frequency of abuse and neglect - one off incident or continuing;
- The extent of premeditation;
- The presence or degree of threat, force, sadism and bizarre/unusual elements;
- Contributing factors to incidents;
- Relevant past history;
- Relevant risk factors;
- The wider and environmental family and/or social context;
- The child's development within the context of their family and wider social environment;
- Any special needs, such as a medical condition, communication difficulty or disability that may affect the child's development and care;
- The age of the child and their resilience;
- The impact on the child's health and development;
- The family's strengths and support networks;

- The child's views of how safe they are and what is in their best interests.

Appendix 16: Safeguarding Online and Offline including information on Sexual Violence and Sexual Harassment

The threat to children online is well documented. The following appendix gives staff an outline of the key principles but for a fuller and more detailed account this should be read in conjunction with the policy SNR.038.Internet Safety Guide.

Online

- All staff have a role to be aware, vigilant and open about what is appropriate behaviour for young people on line. The school has a formal programme of education for the children (through PSHEE and the Enrichment Programme) but all teachers and tutors have a role to play in supporting this.
- The School con updating its filtering programmes to try and help identify any students who are placing themselves at risk. Parents have also been updated. Furthermore, these filtering programmes will be monitored and analysed by House Staff. However, no school security or filter can completely protect.
- Live streaming continues to be a particular threat, particularly as a platform for grooming, and the dangers of social gaming and gambling need to be highlighted and discussed.
- All staff should also be aware of the importance of this policy in relation to PREVENT and RADICALISATION of young people. Extremist groups use online forums and social networking sites as a primary method for raising awareness and recruiting children.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf
- All students should be made aware of the school's Acceptable Use Policy (AUP) and what to do if they have any ICT safeguarding concerns. Harassment, grooming of another person using technology, breaching their right to privacy, poses a serious threat to physical and emotional safety, and may have legal consequences.

Offline

- Schools are key places where the online and offline worlds collide. Behaviour viewed on-line is increasingly a serious concern for children as they face increasing abuse from adults and from other children. Eg Research by Girlguiding UK from 2017 indicates that 64% of girls aged 13-21 has experienced sexual harassment at School in the past year.
- Students will be aware of the consequences relating to Sexting but also to Peer-on-Peer abuse (in this context Cyberbullying) and the schools position with regard to its behavioural policy and its responsibility to report it to external agencies.
- In keeping with the principles of Early Help it is vital that staff and students appreciate the seriousness of what they may experience and witness – it must be passed off as 'banter'. Failure to deal with lower level behaviours risks normalising them thus making more extreme behaviour more likely to happen.

- More information is available:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf
- Key definitions

Sexual violence

When referring to sexual violence in this advice, the focus is on child on child sexual violence. This includes rape and assault by penetration. The key issue, and one the School is committed to educate the students around, is consent:

- Consent is about having the freedom and capacity to choose.
- Consent to sexual activity may be given to one sort of sexual activity but not another.
- Consent can be withdrawn at any time during sexual activity and each time activity occurs.
- Consent can only be given if that person has the freedom and capacity to make that choice.
- A child under the age of 13 can never consent to any sexual activity

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline with the focus of child on child sexual harassment.

Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.
- Staff should follow normal school safeguarding procedures for dealing with inappropriate 'online' and 'offline' behaviour

Appendix 17: Sexting

What is sexting?

- Sexting means sending sexually explicit messages and/or suggestive images, such as nudes. While the name suggests that this is only done via text messages, these types of messages can be sent via any messaging service, including emails and social media. This also means that sexts can be sent or received via a number of electronic devices, such as smartphones, computers and tablets.

Sexting is illegal among children

- If a child is under the age of 18, it is illegal for them to take a nude photo of themselves or a friend, as well as distributing them. Even though the age of sexual consent is 16, the Protection of Children Act means it is against the law for a child to share a sexual image, even if it is with someone who is also under the age of 18. Images covered under the law include, but are not limited to, naked pictures, topless photos of girls, any sex acts and sexual images in underwear. If it is found that a child under the age of 18 is in possession of any of these, has been sending them or taking these types of photos, the police can record it as a crime. As a result, the school will contact Social Services and the Police to ask for advice / report the incident should a student be caught sexting.

How are children protected at school?

- The school ensures that students are educated about the dangers of sexting and, more generally, about being safe online.
- Students have clear rules about access to screens and this is especially explicit for years 9 and 10 (for example, around handing in phones at bedtime)
- The school has a filter for the wi-fi and regular reports are generated for house staff to help monitor student behaviour.
- If a member of staff comes across an allegation of sexting then they have a duty to report it to the DSL who will investigate.
- This investigation will involve the children who have been found to be sexting, as well as their parents.
- Sanctions may be given by the school and they will contact social services and the police for advice.
- In order to combat sexting, schools also have the power to search for electronic devices, such as smartphones, as well as check what data is on these devices. They can also delete any explicit images they find. Please see separate policies on searching and behaviour.

What can parents do to safeguard children?

- TS's message is clear: we focus on behaviour and not on screens.
- One of the most effective ways you can safeguard your children against sexting is to talk to them about it. Ensuring they understand what it is, how it is dangerous and what the results of engaging in sexting are, could

enable them to make the right choices. This will also make sure they know what to do if they are sent any unwanted images or messages, which can be distressing, especially for younger children.

- If they know they have your support, they are more likely to come to you with issues and questions. It is also important to set rules for them regarding the use of their electronic devices and social media. Ensure they know what they can and cannot do with their devices and what they shouldn't post online, such as their address.
- You may want to install parental control apps and programmes onto their devices too, which will block certain activity and/or allow you to monitor their behaviour. Doing checks on their messages and online activity can also help you safeguard children, especially if they are quite young: it is worth remembering that Facebook and Instagram accounts should only be operated from the age of 13 and it is part of their terms and conditions.
- It can also be a good idea to check what parental controls your broadband provider offers, as they could help you further safeguard your children. While it can be tempting to just put a blanket ban on social media accounts, this can mean that they just set them up without your knowledge and so will not understand how to keep them secure and the correct ways to use them. It is much better to set their profiles up with them when you think they are ready, take them through all the features and ensure you have access to them. If you do find that your child has been sexting, it is possible to get the images removed by contacting the Internet Watch Foundation, which will search for any explicit photos or videos of your child in order to protect them from possible ramifications.

Online sexual coercion and extortion (OSEC)

- The primary motives for OSEC is sexual. Financial can be a consideration.
- If a student is a victim of 'sextortion' the school will involve the children's social services and the police: it is vital that any legal support is matched with emotional support for the victim.

How are children protected at school?

- Please see the commentary in Appendix 14 on 'Sexting'

What can parents do to safeguard children?

- Please see the commentary on 'Sexting'

Appendix 18: Host Families – homestay during exchange visits

TS is committed to enrichment opportunities and this involves running trips which include homestay visits often in foreign countries. To ensure the school takes full responsibility for the safety and welfare of the students during these homestays the school will minimise risk in the following ways:

When TS students go overseas

- Contacting the organiser of the homestay in the foreign country to ask whether a DBS style check can be provided for the families who are hosting our students
- If this is not available, asking the school to vouch for the integrity of the host families
- As much as possible, ensuring our students stay in pairs within host families. This is especially important for younger students.
- Providing the students with two emergency contact numbers and ensuring the pupils have set up some sort of 'whats app' group amongst themselves – in this way all students have ways of 'calling for help'. If trips do not allow mobile devices to be taken (common in the prep school) then it is vital for students to be in pairs to reduce risk.

When TS students stay in the UK

- In circumstances where the school arrange for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related the responsible adults will be engaging in regulated activity.
- The school will liaise with the homestay provider (for example, another school) to ask what checks they have carried out on the homestay providers. An enhanced DBS check on all adults providing homestays is not legally required but the schools should obtain a DBS enhanced certificate with barred list information: the School will ask whether they have done this.

If a child organises their own homestay then this would become a private arrangement and the School is not the regulated activity provider.

Appendix 19: Contextual Safeguarding

There is a need to widen our assessment of children's lives beyond the boundary of families to include potential risks posed within the wider community. The value of us including environmental factors and the social relationships of children and young people within assessments, both early help and statutory intervention, should lead to safeguarding better reflecting the areas in which children and young people exist on the street, on line and peer to peer. The School achieves this through consultation with pupils.

For more information see

<https://www.contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Appendix 20: EYFS

Reporting a concern

Child Protection for Early Years Foundation Stage and Pre-Prep

If you have a concern

Please feel free to talk to any member of staff if you have a concern about any child. They are here to help.

Talk to your room leader/teacher/Nursery Manager or any other member of staff.

They will refer to the designated safeguarding lead for the Early Years Foundation stage and Pre-Prep (Mrs Louise Leah)

Concern Shared

The designated safeguarding lead for the Early Years Foundation Stage will share concerns with Mr Ed Burnett, the whole school designated safeguarding lead.

Together we will decide if an immediate referral to Children's Social Care is required or if an early help assessment is needed. This might involve contacting external agencies for advice.

If we need to swiftly move to the next step

If we feel the issue is close to the appropriate threshold (Level 3 and 4 – please see Threshold Document in Procedures) we will refer it to Children's Social Care.

All decisions will be taken with the best interests of the child at the forefront of our thinking.

Partnership

The school will aim to work in partnership with parents to ensure the best possible safeguarding care: the school must be aware of concerns at home or elsewhere.

Use of Cameras, phones

Staff and parents are not allowed to use mobile phones in the vicinity of the children. Staff mobile phones must be stored in handbags/bags or in a locked cupboard/desk and always away from the children. Phones may be accessed during break times only. Access must be away from the children; this includes classrooms, nursery activity rooms and open play areas used by the children. The Pre-Prep and Nursery site is a mobile free zone and the signage must be adhered to: the staffroom is ideal. The ringing of mobile phones should not disrupt the children's play in any way. Mobile phones with cameras must **NEVER** be used in Nursery or Pre-Prep to photograph children. (Please refer to the Acceptable Use of new Technologies, Cameras and mobile phones in section V11 of the Prep School Handbook)

Personal I pads and mobile devices must never be used to record or photograph the children. School I pads can be used and are viewed and monitored regularly by the EYFS safeguarding lead practitioner.

Allegations against people living or working at the premises

If there is an allegation against people living or working at the premises, or of any other abuse alleged to have taken place on the premises, OFSTED will be informed as soon as practicable and within 14 days

Information for parents and carers

The information below is made available to parents within EYFS via these handbooks which are given out:

- Early Years Foundation Stage Handbook for the Nursery
- Early Years Foundation Stage Handbook for Reception
- How the EYFS is being provided
- How parents and carers can access more information about EYFS
- The range and type of activities and experiences provided for the children
- The daily routine
- How parents and carers can share learning at home
- How the setting supports children with SEN and disabilities
- Food and drinks provided for children
- What happens if
 - A parent / carer fails to collect a child
 - A child goes missing

- Staffing; the name and role of the child's key person
- Emergency contact details

Safeguarding training

From September 2017 all staff will be trained in FGM and it will be included in the list of abuse and therefore covered in training. This will also include the legal obligation to have due regard to prevent people from being drawn into terrorism (further information is available from the DSL and the separate Prevent risk assessment).

Creation and use of digital and other images

Note - In accordance with Early Years legislation, use of personal mobile devices to record images is forbidden on the school site. These are locked away during the activity sessions. However, if parents have signed and given written permission, tablets and school cameras are used to record pathway development profiles.