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Introduction

At Taunton School we are committed to providing an environment that nurtures and transforms the lives of children and young people and take seriously our responsibilities to safeguard and promote their welfare. In addition, we undertake our responsibilities to work in partnership with agencies as part of the wider, multi-agency, safeguarding system, always acting in the best interest of the child or young person where concerns are identified, in accordance with the School’s Safeguarding (Child Protection) Policy and Procedures, statutory guidance and Somerset Safeguarding Partnership policies and procedures.

Personal sensitive information is processed in accordance with the Data Protection Act 2018 and Part 3, the General Data Protection Regulations (GDPR). Consent to share information will be sought unless we are required to share information where there are child protection concerns (and consent has been withheld) or we are requested to share information with other statutory agencies such as the police or children’s social care in pursuit of their enquiries in order protect and safeguard children and young people.

Definition of safeguarding

Safeguarding and promoting the welfare of children is defined in statutory guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; taking action to enable all children to have the best outcomes.

Safeguarding and promoting the welfare of children is everyone’s responsibility. In order to fulfil this responsibility effectively we ensure our approach is child centred, considering always, what is in the best interests of the child or young person.

Safeguarding comprises the following aspects of school life:

- Child protection
- Policies and procedures including safer recruitment
- Attendance, missing from education or care
- The curriculums and involvement
- E-safety, professional curiosity and training
- SEND, additional needs
- Buildings and environment
- Health and Safety
- Governance, reflective supervision

Most children grow up in loving families and supportive communities and become independent, resilient adults. Wherever possible we want this for all children and young people in Somerset, so that they and their families can support themselves
by engaging with and contributing to their local communities. In order to achieve this children, young people and their families should receive the right intervention as early as possible to tackle problems and prevent issues escalating. All practitioners will adopt an Early Help/Think Family approach meaning they look at the whole family situation and what needs to happen to improve that situation whether that means working with adults, children or the whole family.

Our commitment
To safeguard and promote the welfare of children and young people through:

- The provision of a safe environment in which children and young people can learn
- The provision of high-quality residential provision which nurtures and develops our children and young people to achieve and thrive
- Identifying concerns early and provide appropriate help and support for children and young people and their parents/carers to prevent concerns escalating to a point whereby intervention would be required under the Children Act 1989 and in accordance with the Somerset Effective Support for Children and Families, Thresholds for Assessment and Services guidance.
- 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) will be trained appropriately to help them understand their safeguarding responsibility and to ensure they can act appropriately to ensure children are safeguarded.
- 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.

Glossary
- Reference to “staff” includes both education and care specific staff
- “Staff” or “members of staff” includes all paid staff irrespective of their role in the organisations and includes agency staff and volunteers
- SSP is an abbreviation for the Somerset Safeguarding Partnership (SSP) the new name for the Local Safeguarding Board (SSP)

Statutory responsibilities
All action taken by Taunton School will be in accordance with:

Current legislation namely:

Statutory guidance and Advice namely:
- Working Together to Safeguard Children (2018) which sets out the multi-agency working arrangements to safeguarding and promote the welfare of children and young people
- Keeping Children Safe in Education (September 2019) which sets out what schools should do and sets out the legal duties with which school must comply with in order to keep children and young people safe
- Somerset Safeguarding Partnership (previously the Somerset Safeguarding Children’s Board) policies and procedures
- Teacher Standards 2012 which sets out that teachers, including Headteachers, should safeguard children’s well-being and maintain public trust in the teaching profession as part of their professional duties
- Guide to the Children’s Homes Regulations including the quality Standards (April 2015) that set out the responsibility of the registered manager in meeting the standards which include the protection of children standard (regulation 12)
- The Independent School Standards: Guidance to Independent Schools (April 2019) and Independent Schools Standards: Advice for Independent Schools (September 2019)
- National Minimum Standards for Residential Speical Schools, Boarding Schools and 14 – 18 Colleges providing accommodation and Academies 16 -19
- Other specific guidance and advice issued by the DfE in relation to the wider safeguarding agency, e.g. behaviour, health and safety, bullying, e-safety and medical needs, special educational needs and disability gSEND) code of practice, the counter terrorism and security Act 2015 (PREVENT duty), female genital mutilation, sexual violence and sexual harassment between children, Early Years Foundation Stage 2017 and British Values in the Early Years

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 work in accordance with statutory guidance and the SSP 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 2019)
- 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 relevant guidance documents outlined in the section above.

• 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.

• Ensure staff are trained to manage a report of child on child sexual violence and sexual harassment

• 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 Leads 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, Child Protection 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 (Students) 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.

Both the DSL and DDSL will complete single agency and multi-agency training to undertake the role which is provided by the Local Authority Education Safeguarding Service and Somerset Safeguarding Partnership. In addition, they will access DSL briefings, attend annual refresher training and remain up to date in relation to early help, safeguarding and child protection.

**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 (Students): 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
- On line safety: Mr Ed Burnett
- Prevent Governor: Mrs Elaine Waymouth
- Child Sexual Exploitation: Miss Gill Foster
- Child Protection Lead for TSI (ages 15-16): Mrs Lyndsay White Lyndsay.white@tauntonschoo.co.uk 01823 703201
- Child Protection Lead for Taunton Prep (Years 3-8): Joanna Hall-Tomkin Joanna.hall-tomkin@tauntonshool.co.uk 01823 703703
- Child Protection Lead 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 at least 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 Partnership:
  - 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.
- All staff will be issued with Part One of Keeping Children Safe in Education (September 2019). It is the responsibility of all staff to ensure that they have read and understood its contents and a log will be kept by HR. If any member of staff feels they do not understand its contents and are concerned they are not trained to carry out their safeguarding duty then they can talk to HR and additional and supportive training will be put in place.
- Teaching staff (and pastoral staff who have regular and direct contact with children eg tutors in boarding houses, independent listeners, health centre staff, matrons) will be issued with Part One of Keeping Children Safe in Education (September 2019) and Annex A. They will be expected to have read and understood its contents and a log will be kept by HR.
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- Golden rule: at its most simple staff should follow their gut instinct and if they hear or see anything which concerns them because it has negatively affected a child then they should report it. i.e. Even the smallest or a seemingly insignificant piece of information could be a crucial part of a larger picture and should be passed on and shared with the DSL or the safeguarding management team.

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 2019) – 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 2019.

If a person has been appointed to a management position TS will check with the TRA 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 (2019) 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 students 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 within an overall umbrella of online safety
  - Children missing from education
  - Child sexual exploitation
  - Honour based’ violence
  - FGM mandatory reporting duty
  - Forced marriage
  - Preventing radicalisation
Child Protection and Safeguarding Policy

- 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
- School student behaviour policy (rewards and sanctions and the role of staff within this)
- Reasonable force

- 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:
  - Annual updates to the policy
  - 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 including ‘on-line’ and ‘off-line’ rules: ‘Pupils should be just as clear about what is expected of them online as offline’
  - All staff will be reminded how to react to a child that goes missing
  - In line with KCSIE 2019, emphasis will be placed on the school’s proactive approach around relationships education including sex and health education and on line safety. This will include empowering and educating students (through PSHEE, SMSC activities and the tutorial programme) to understand how they can report and act on on-line concerns. If the school is concerned about on-line behaviour between students (peer on peer abuse) or adults to children it will follow local and national safeguarding procedures.
  - 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 Partnership’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 one 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 Partnership 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):

- Have had Somerset SSCP 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. They also reflect the changes to KCSIE 2019 with clear emphasis around relationships education (including sex education and health education) and on-line and off-line behaviour.

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 – eg in the senior school these are printed in the school calendar (every student is given a copy) and they are printed in houses. 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 student 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 students. 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 students 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 through PSHEE, SMSC (including Chapel) and the pastoral / tutorial programme. The following graphic gives a useful synopsis:
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 students 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 – with ‘pen and paper’ and not on a mobile phone - 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: they should only use a school phone or their school email address.
They should not use their own phone 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 (Student 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 (CPL, 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 SSP’s ‘Thresholds for Assessment and Services’.

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

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Universal Services</th>
<th>Anyone can access universal services.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>i.e. use the school Health Centre to access advice and support from the GP, Counsellors</td>
</tr>
<tr>
<td>Level 2</td>
<td>Additional</td>
<td>Students may need additional support.</td>
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<tr>
<td></td>
<td></td>
<td>Generally this will be accessed via the Health Centre at TS</td>
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<tr>
<td></td>
<td></td>
<td>At this level the school will need parental consent to access these services.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Complex</td>
<td>Students (and their families) will require significant or complex support often from several different agencies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Acute</td>
<td>Students are likely to / or has suffered from significant harm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

- 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)
- 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 2019)

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 student 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 student 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 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 school will not seek parental consent when they are making a referral to a multi-agency unless the agencies involved agree it is in the best interests of the child

- The Provision will ensure that parents/carers understand the responsibilities placed on the school and staff for safeguarding children.

Abuse and neglect (definitions)

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

Abuse

Is the maltreatment of a child or young person; they may be abused or neglected through harm being inflicted or by parents or carers failing to prevent harm. Children and young people may be abused in a family or in an institutional or community setting by those known to them or by being targeted by others via the internet for example. They may be abused by an adult or adults or by another child or children. The following are the statutory definitions of abuse and neglect as set out in Working Together to Safeguard Children (2018) however, the ultimate responsibility to assess and determine the type category of abuse is that of the Police and Children’s Social Care – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Statutory guidance Safeguarding Children in whom Illness is Fabricated or Induced (2008) sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them
Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not sole perpetrated by adult males. Woman can also commit acts of sexual abuse, as can other children.

Safeguarding in specific circumstances:
In addition to the above there are other areas of safeguarding that the organisation has to have due regard to.

Serious Violence: Children may be at greater risk of serious violence – for example physical assault as seen with increases in knife crime - or could be involved in with serious crime. These issues relate to a number of other areas which are also explained in this policy including contextual safeguarding (where to the students feel is unsafe outside the school gates), child sexual exploitation, child criminal exploitation including county lines. Indicators: increased absence from school, a change in friendships or relationships with older individuals or groups, as decline in performance, self-harm or a change in
mental health, assault or unexplained injuries, unexplained gifts.

**Children and the court system:** Children may be required to give evidence in the criminal courts, either for crimes committed against them or for crimes they have witnessed. There are a range of guides to support child witnesses. In the civil courts children and young people may be involved in child arrangement hearing and the Ministry of Justice has launched an online child arrangement information tool detaining the dispute resolution service.

**Children Missing Education (CME):** All staff should be alert to children going missing as this can be a vital warning sign of a range of safeguarding risks, including abuse and neglect, sexual abuse or exploitation (Child Sexual Exploitation and Criminal), travel to conflict zones, Female Genital Mutilation (FGM), forced marriage. Early intervention is necessary to protect and safeguard a child or young person.

**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 Pastoral line managers such as 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 Leads 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.
There are other circumstances in which the school will also notify multi-agencies which are covered in these documents:
https://www.proceduresonline.com/swcpp/somerset/p_ch_missing_educ.html


Children with family members in prison: these children are more likely to have poor outcomes, including poverty, stigma, isolation and poor mental health. More information to support schools and colleges can be found on the Nicco website:
https://www.nicco.org.uk/

Child Sexual Exploitation (CSE): CSE is child sexual abuse, whereby an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under 18 to engage in 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.

Child Criminal Exploitation (CCE): CCE is geographically widespread form of harm that is often referred to as county lines, which involves drug networks or gangs that groom and exploit children and young people to carry drugs and money. A key indicator is that victims are often missing from home, care or education and trafficked for the purpose of transporting drugs.

The school educates all its students about relationship education to ensure they understand their responsibilities, rights and how to voice their vulnerability should they find themselves the victim of CSE or CCE.

Child and Adolescent Mental Health: Good mental health and resilience are fundamental to our physical health, our relationships, our education and to achieving our potential. DfE advice for schools in relation to Mental health and behaviour in schools (2018) which can be accessed here:

This is non-statutory advice which clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need. Whist it considers the school environment it is also relevant for work within our residential provision. Taunton School has a separate Mental Health Policy which can be accessed via the school web site.

Bullying: Taunton School has a separate Anti-Bullying policy which is accessible add school website/intranet for access.
Domestic abuse, Domestic violence, Gender-based violence and violence against women and girls (VAWG), teenage relationship abuse: is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners irrespective of gender or sexuality. Exposure to domestic abuse or violence can have a serious, long lasting emotional and psychological impact on the development of children and young people. Further advice and guidance accessed via the NSPCC:
Further resources relating to violence against women and girls (VAWG) can be accessed here: https://www.gov.uk/crime-justice-and-law/violence-against-women-and-girls

The school educates all its students about relationship education to ensure they understand their responsibilities, rights and how to voice their vulnerability should they find themselves the victim of Domestic abuse, Domestic violence, Gender-based violence and violence against women and girls (VAWG), teenage relationship abuse

Homelessness or the being at risk of being made homeless is a significant risk for children or young people. The DSL should refer to the local housing authority at the earliest opportunity. The Homelessness Reduction Act 2017 places a new legal duty on English councils to provide meaningful help, including an assessment of need and circumstances. The DfE and the Ministry of Housing, Communities and local government have published joint statutory guidance on the provision of accommodation for 16 and 17 year old’s who may be homeless or require accommodation. A series of fact sheets can be accessed here: https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets

Online Safety: Annex C of Keeping Children Safe in Education (September 2019) addresses the use of technology which can be a significant component of many safeguarding issues including CSE, CCE, radicalisation, sexual predation etc., whereby technology provides the platform that facilitates harm. Taunton School has adopted a range of proactive approaches to safeguard and empower students which allows them to access support and remain safe online.

- Behaviour code for on-line and off-line
- Education through PSHEE and SMSC
- Use of on line filters
- Monitoring and appropriate use policies for those accessing our IT system
- Providing a safe environment in which children and young people can learn to keep themselves safe online.

Peer on Peer abuse: children and young people can abuse their peers which can take many forms, including but not limited to: bullying (including cyber bullying); sexual violence or harassment; physical abuse including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexting and initiating/hazing type violence or rituals. Sexual violence and sexual harassment between children in schools and colleges: can occur between two children of any age and sex and occur through a group of children or young people sexually assaulting or harassing an individual or group of children.
It can also involve **Upskirting** which involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. This is now a criminal offence.

Further guidance is available here:  

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)

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• 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 help to frame boundaries of use but also to ensure that students and staff are educated to use these devices safely.

Online and Offline
Abuse can take place on-line and is a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. Online and offline influences have created a significant impact on the rise in child on child or peer on peer abuse.
Online
Technology can give perpetrators of abuse easier access to young people.
The online environment can hide abusive dynamics that would be more obvious in face to face relationships.
Being unable to escape from an abusive person because they are in frequent contact through technology can make young people feel powerless.
Online devices enable perpetrators of abuse to communicate with young people at night-time, when they’re at home, and to control their “night-time space”.
A key feature is threatening to share sexual images of the young people with their friends and family. This is a powerful tool used by perpetrators to stop young people from speaking out about the abuse. Perpetrators may also pressure young people into complying with sexual requests online.
The technological dimension can prevent some young people from recognising their experiences as abuse.

Offline
Even offline abuse can continue either through the culture which exists within social settings such as being at school or the impact of abuse carries on even when young people are offline. Culture can lead to verbally abusive relationships – including sexual harassment, sexual violence and broader aspects of ‘banter’ – but also to mental health issues for those affected:
- self-blame
- flashbacks or intrusive thoughts
- depression and low self-esteem
- nightmares and trouble sleeping
- anxiety and panic attacks
- self-harm
- problems at school, such as difficulty keeping up with work or behavioural problems.

To prevent these issues the school will:
- provide good education on healthy relationships, abuse and consent from a young age
- recognise the law such as the changes to sexual harassment and upskirting
- recognise the seriousness of on-line and offline abuse through education and training for student and staff
- take time to understand the impact of abuse better, notice the signs of abuse and engage in purposeful conversations with young people about it
- staff are reminded of the importance of maintaining friendly and open relationships which ensure students feel as comfortable as possible
- the school has clear rules around good behaviour and around the use of technology

Private Fostering: is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a ‘close relative’. This is a private arrangement made between a parent and carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child’s family who is willing to privately foster a child. [Any School] has a responsibility to refer to Children’s Social Care of any private fostering arrangement we become aware of, in order for Children’s Social Care to undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.

Special Education Needs and disabilities: There’s a concern sometimes that, 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.

Looked after children: The staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child’s looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child’s social worker and the name and contact details of the local authority’s virtual head for children in care.

‘Honour-based’ violence inc Female Genital Mutilation, Forced Marriage Breast Ironing: encompasses incidents or crimes which have been committed to protect or defend the honour of the family or community. All forms of honour based violence (HBV) is abuse, regardless of the motivation and should be handled and escalated as such. There are specific mandatory reporting duties for teachers to report to the police where they discover (either through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18. Additional guidance and publications
FGM: Mandatory reporting procedural information can be accessed here:

FGM Fact sheet can be accessed here:

Forced Marriages: Multi-agency guidelines (2014) pages 35 and 26 pertain to schools can be accessed here:

along with statutory guidance (2014) which can be accessed here:

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 deems 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.


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.

Dealing with Allegations against Staff, Governors and Volunteers (Whistleblowing)

All staff, volunteers and agency staff should feel able to raise concerns about poor or unsafe practice and any potential failures in the safeguarding regime and know that such concerns will be taken seriously by the senior leadership team and
designated safeguarding leads. Should staff feel unable to raise concerns within the organisation advice and guidance has been produced to ensure that they are aware of how to raise such concerns externally (see Appendix 13). This appendix has a ‘concerns flowchart’ providing additional information about how to make a referral to children's social care, the LADO or to report concerns to the NSPCC advice line in instances where they have concerns about the organisation’s response to child protection, the conduct of staff or they do not feel that appropriate action has been taken in relation to concerns they have raised.

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

- This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.
- 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 or, in his absence, Mr Ed Burnett (the DSL).
- 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 the alleged 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 Partnership 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: SSCP’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.
Allegations made about staff, the DSL or volunteers will be reported to the LADO

If there is an allegation made about the Head then the Head would not be notified when reporting the allegation (unless directed to by the LADO)

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) or they seek advice via the Whistleblowing policy: see Appendix 10. 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 2019, 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.

**Specific Responsibilities Relating to Residential Provision**

Children and young people can be particularly vulnerable in residential settings.

We are commitment to ensure that our children and young people are safe from harm and able to develop, thrive and fulfil their potential. We value and nurture each child as an individual with talents, strengths and capabilities that can develop over time, by fostering positive relationships and establishing clear boundaries of acceptable behaviour.

We have due consideration to the Boarding Schools National Minimum Standards (April 2015) which sets down the national minimum standards (standards) to safeguard and promote the welfare of children for whom accommodation is provided by boarding schools. The standards do not override the need for schools to comply with other legislation which sets the standards for independent schools, and legislation covering health and safety, fire or planning regulations. However, Taunton School should have ‘have regard to’ the standards and can demonstrate that it either complies with the guidance or has considered the guidance and has good reason for departing from it.

**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 an 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 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
- 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


To Be Authorised by The Board of Governors

Signed:

(Chair of Governors: Mr Henry Keeling) (Vice chair / 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 / 07490 483059, 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 the Senior School.

This section gives more detail to the outline provided earlier. It is written to reflect Annex B in KCSIE (2019).

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 is responsible for ensuring that appropriate training occurs for staff and students around 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 (SSCP) 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 student 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


d. Workshop to Raise Awareness of Prevent. October 2015 and May 2019

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: How Taunton School carries out its Prevent Duty

- 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.
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 Partnership 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. Parental consent is not required for referrals to statutory agencies. Parents will be informed 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 be 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’ (2019) 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 Teacher Referral Agency (TRA) 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: Dangerous Drugs

As part of the statutory duty on education providers to promote students’ 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 students 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 6: 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 students at school with medical conditions.
- Governing bodies should ensure that school leaders consult health and social care professionals, students 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 students at their school with medical conditions.

Appendix 7: 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 students. The School does not operate a ‘no touch policy’

- Force is usually used either to control or restrain. This can range from guiding a student 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 students and to restrain them.
- Control means either passive physical contact, such as standing between students or blocking a student’s path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students 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 student.

Appendix 8: The SSCP

The Somerset Safeguarding Children Partnership (SCP) – formerly the Somerset Safeguarding Children Partnership (SSCP) - 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 SSCP 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 which is then disseminated through the DSL at School.

The SSCP 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://SSCP.safeguardingsomerset.org.uk/.
Appendix 9: 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.

<table>
<thead>
<tr>
<th>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:</th>
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<tbody>
<tr>
<td><strong>HOW DO WE PROTECT OURSELVES?</strong></td>
</tr>
<tr>
<td>✗ Maintaining open and unambiguous behaviour towards children – adopt safe working practices</td>
</tr>
<tr>
<td>✗ Respecting the rights, needs and position of children within the school</td>
</tr>
<tr>
<td>✗ Not condoning inappropriate behaviour in others</td>
</tr>
<tr>
<td>✗ Taking action to safeguard children</td>
</tr>
<tr>
<td>✗ Resisting favouritism</td>
</tr>
<tr>
<td><strong>DO NOT</strong></td>
</tr>
<tr>
<td>✗ Kiss or cuddle a young person</td>
</tr>
<tr>
<td>✗ Tickle or engage in other games involving physical contact</td>
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<tr>
<td>✗ Do anything of a personal nature for a student that they can do for themselves</td>
</tr>
<tr>
<td>✗ Force a student into a position or place</td>
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<tr>
<td>✗ Give a student a lift alone in a car unless planned and disclosed*</td>
</tr>
<tr>
<td>✗ Use social media to communicate with students</td>
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*Giving students an unplanned lift in a car
There will be times when it is in the best interests of the child to be given an unplanned lift from a member of staff (it is cold, dark and the student 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 12: 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:

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**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 Lead:
  - 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

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- 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 2019, for further information)
The NSPCC whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.

**What is whistleblowing?**

Whistleblowing is when someone raises a concern about a dangerous or illegal activity or any wrongdoing within their organisation.

Raising a concern is known as “blowing the whistle” and is a vital process for identifying risk to children, young people and vulnerable adults. In recent years there have been several high profile cases of institutional abuse which have come to light as a result of whistleblowing.

Sharing information or talking through a concern can be the first step to helping an organisation identify problems, improve practice and safeguard the welfare of children, young people and vulnerable adults.

**Contact the Whistleblowing Advice Line**

Call 0800 028 0285  
Email help@nspcc.org.uk

The government website www.gov.uk also has valuable information for whistleblowers in relation to their rights, support and who to tell. This can be accessed [here](#):
Child Protection and Safeguarding Policy - Taunton School

Action to be taken where there are concerns about the welfare of a child or young person or the conduct/actions of Staff or Visitors

General Information and Advice

Always act in the best interests of the child or young person: the welfare of the child is paramount (Children Act 1989)

Always maintain an attitude of ‘it could happen here’: Learning lessons from Serious Case Reviews e.g. Daniel Pelka and Nigel Lest

Be alert to the signs of abuse and neglect supporting documents include:
[
Any School Safeguarding (Child Protection) Policy & Procedures: Part One: Keeping Children Safe in Education (September 2019);
What to do if you’re worried a child is being abused (DfE March 2015) Advice for Practitioners: Working Together to Safeguard Children (2018)
These can be accessed on the [Any School] website and the safeguarding notice board in the staff room

If a child or young person is in immediate danger or is at risk of significant harm
Anyone can make a referral to Children’s Social Care and/or the Police (but the Designated Safeguarding Lead (DSL) should be informed if a referral has been made). Contact details: Insert Somerset details Office Hours telephone number, Emergency Duty Team (EDT) outside office hours, weekends or bank holidays telephone number or contact the Police on 999
If you have a concern relating to dangerous or illegal activity or any wrongdoing within the organisation and you do not feel you can raise a concern directly you can contact the NSPCC Whistleblowing hotline 0800 028 0285 – line is available from 8.00 AM to 8.00 PM, Monday to Friday or Email:

How to report child welfare or child protection concerns at [Any School]

Child Welfare
Discuss your concerns with your immediate line manager
Or
Discuss your concerns with the Designated or Deputy Safeguarding Lead (DSL)
You must act to safeguard

Safeguarding/Child Protection Concerns
The DSL will consider what information is already known consider indicators of risk and following multi-agency guidelines take appropriate action

Immediate Concerns and/or immediate action is required

Concerns relating to the conduct or actions of a staff member: The DSL will liaise with the Headteacher or you can refer your concerns directly. If concerns relate to Headteacher the Chair of Governors must be notified. All allegations will be investigated following statutory guidance and Somerset Safeguarding Partnership procedures by the Local Authority Designated Officer (LADO)
Appendix 11: 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 EMB is 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 12: ‘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 13: 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 online. 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 will be 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](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.

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 and 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’

**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:

• 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 14: 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 students 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. A password may be agreed with child in case they are unable to speak freely when staying with the host family.

**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 15: 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 students.

For more information see

https://www.contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding
Appendix 16: 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
o A child goes missing
  • Staffing; the name and role of the child’s key person
  • Emergency contact details

_Safeguarding training_

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.
## Appendix 17: Employees Safeguarding Induction

| Staff Member: | 
|----------------|----------------|
| Name and Role: | 
| Date of Commencement: | 
| Inductor: | 
| Name and Role | 
| Date of Induction: | 
| Signed by Inductee: | 
| Signed by Inductor: | 

### Notes of guidance – to be removed when adopted by the School

Keeping Children Safe in Education (2019) states: ALL staff should be aware of systems within their school or college which supports safeguarding, and these should be explained to them as part of staff induction. This should include the:

- Safeguarding (Child Protection) policy
- Behaviour policy
- Staff behaviour policy (code of conduct)
- Safeguarding response to child who go missing from education and
- The role of the designated safeguarding lead (including the identity of the DSL and Deputy

### Agenda:

Welcome to Taunton School

Outline of the induction meeting

- Vision and Ethos
What is Safeguarding (Child Protection)

Safeguarding is an overarching term used to ensure that the welfare of children and young people is paramount, and they are protected from abuse and neglect. **We all have a statutory duty to safeguard and promote the welfare of children.** This means protecting children and young people from abuse and neglect; preventing impairment of health or development; ensuring they are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children and young people to have the best life chances.

Every member of staff, irrespective of their role in the organisation, has a responsibility to keep children or young people safe and to take appropriate action whenever they hear, observe or are told information that could impact on their welfare and safety.
Child protection is the statutory threshold for intervention in family life whereby a child or young person is suffering or at risk of significant harm. As an organisation [Any School] has a number of statutory responsibilities that must be fulfilled which are set out in legislation and statutory guidance.

You have been issued with Part 1 of Keeping Children Safe in Education (September 2019) and you will have been asked to read the document ahead of today’s induction. You have also watched the video. Have you had an opportunity to do so? Do you have any questions?

What Safeguarding means for children or young people at Taunton School

At Taunton School we expect our staff to exercise high standards of behaviour and provide high quality professional support to our children. It is therefore important that we all understand that the nature of our work and the responsibilities related to it, which places us in unique position of trust. During the course of your induction you will have the opportunity to access a range of training that will provide you with the knowledge and skills you need to do your job. In addition, you will be required to read a number of different policies and procedures that will provide you with contextual information and guidance.

All staff, irrespective of their role in the organisation, have a responsibly to ensure that illegal, unsafe, unprofessional or irresponsible behaviour exhibited by staff is challenged and reported. It is always difficult to raise concerns about a colleagues’ behaviour, but you must discuss any concerns with the designated or deputy safeguarding lead.

If you do not feel you can raise concerns within the organisation then you can access the NSPCC Whistleblowing helpline on 0800 028 0285 between 8 a.m. and 8 p.m. or email help@nspcc.org.uk

You should familiarise yourself with the following polices which are available on the Safeguarding Notice Board (Staff Room) and on the School Website:

   Taunton School has adopted this as our staff code of conduct which is available in the staff room on the safeguarding notice board

2. What to do if you’re worried a child is being abused (DfE March 2015) advice for practitioners

3. Taunton School Safeguarding (Child Protection) Policy and Procedures can be accessed in the staff room and on the school website.

4. Taunton School Behaviour policy and
5. **Children Missing Education procedures**

**Voice and influence**

When working with children and young people communication is crucial, especially in relation to safeguarding. Communication is a two-way process and doesn’t just relate to a child’s ability to communicate via speech therefore, we need to approach communication in its broadest terms, considering body language, gestures, behaviour and presentation. We must also support our children to make positive choices.

**Action to be taken if you have a concern about the welfare of a student or the conduction/actions of a member of staff or visitor to Taunton School**

You should discuss your concerns, observations or any information that may impact on the welfare of a child with a designated or deputy safeguarding lead. The flowchart overleaf has been developed to offer you guidance on what you should do. It is **not intended to cover all eventualities, but it aims to provide a framework for action.**

What is important is that you take action and raise your concerns, the designated or deputy safeguarding lead may hold other relevant information, but your information may be new and important - the final part of the information jigsaw.
Appendix 18: Educational lodgings

Boarders are housed within school accommodation on the school site and are looked after by employees of the school. On very rare occasions students will be placed by the school with guardians. This will happen with parental or guardian agreement as the best way to support the on-going education of the student whilst they are at Taunton School.

If the school needs to use this then the following provides a check list to ensure the safeguarding needs of the children are upheld.

1. The school will ensure that the host family have been DBS checked

2. The school will ensure regular inspections will take place and the lodgings are up to the standard required by the school

3. The school will follow local safeguarding procedures around private fostering

4. The school will agree a risk assessment with the host family to ensure the student’s welfare is upheld (in accordance with local safeguarding training and KCSIE) and boundaries and rules are in place including rules around a child who goes missing

5. The school will ensure the student’s voice is heard through regular monitoring and one to one meetings with them