

The Girls' Day School Trust

**Safeguarding Procedures
September 2020**

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Part A: The Practice of Safeguarding

Key Definitions

Safeguarding	<p>This is broader than child protection, and includes:</p> <ul style="list-style-type: none">• protecting children from maltreatment;• preventing the impairment of children’s mental and physical health or development;• ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and• taking action to enable all children to have the best outcomes.
Local Safeguarding Partners	<p>The three local safeguarding partners (the local authority, a clinical commissioning group for an area within the local authority, and the chief officer of police for a police area in the local authority area) make arrangements to work together with the appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. They have a shared and equal duty to work together to safeguard and promote the welfare of children. They should make arrangements to allow schools to be fully engaged, involved and included in this process. Detailed guidance on these arrangements can be found in <i>Working Together to Safeguard Children</i>.</p>
LADO	<p>Local Authority Designated Officer(s) for Child Protection. Each local authority should have designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children. The term ‘LADO’ in this document is used for convenience to designate these local authority designated officer(s) or other appropriate first point of contact for child protection concerns, whatever terminology the local safeguarding partners may use.</p>

A full list of key terms is set out in Appendix B1.

A1. Identifying and Responding to Pupils at Risk of Harm

Identifying and Recognising Abuse

School staff who have day-to-day contact with pupils are particularly well placed to observe outward signs of abuse such as changes in behaviour or developmental concerns. Staff are under an obligation to ensure that they are **alert** to signs of abuse and neglect, and to **question** the behaviour of children and parents/carers without necessarily taking what they are told at face value. They should make sure they know where to turn to if they need to **ask for help**, and that they **refer** concerns to the Designated Safeguarding Lead if they suspect that a child is at risk of harm or is in immediate danger. Safeguarding children is everyone's responsibility, and it is better to help children as early as possible before issues escalate and become more damaging. It is important not to let other considerations, like the fear of damaging relationships with adults, get in the way of protecting children from abuse and neglect. If you have concerns to report, you should view this as the beginning of a process of enquiry, not an accusation.

The identification of child abuse is almost always arrived at through piecing together a variety of factors as in a jigsaw puzzle, rather than there being one definite sign, symptom or injury. It is dangerous to assemble check lists of indicators of abuse in the belief that this will make identification simple and straightforward. The key is always one of context, for example, the site and type of injury, the age and development stage of the child, how the parent(s) said the injury happened, what the child said and so on. *Many children will exhibit some indicators of abuse at some time and the presence of one or more should not be taken as proof that abuse is occurring.* However, if you suspect abuse has occurred you must always speak to the Designated Safeguarding Lead.

There are some common areas, which may indicate the possibility of abuse. Remember though that they should never be taken on their own as absolute proof that abuse has occurred:

- Does their explanation tally with the injury sustained?
- Did they seek medical help within reasonable time scale?
- Is there a pattern of recurring injuries/problems with the child?
- What is the parents' general attitude towards the child?
- How do they react to you as a professional?

Bear in mind that some children may be more vulnerable to abuse. Children with disabilities, for instance, may be especially vulnerable because they may have an impaired capacity to resist or avoid abuse, or may have speech, language and communication needs which make it difficult to tell others what is happening.

Diagnosing child abuse is not a simple process. We know that child abuse does occur, and we must be willing, indeed have a duty, to take action to protect children from abuse. An awareness of possible indicators of child abuse means that we are more likely to be able to recognise it and help the child. Sometimes children may present with signs and symptoms of abuse. At other times there will not be obvious indicators. Some information on the signs of abuse are included in the school *Safeguarding Policy* (para 3.5). Fuller notes are set out below:

Some injuries are highly suggestive of abuse:

- Hand-slap marks
- Grip marks, often visible if a child has been shaken and sometimes the only physical indicator of sexual abuse if a child has been forcibly held by the abuser
- Bruising in unusual positions, including the genital area
- Black eyes, often caused by direct blow, although they may occur from an accidental bang on the bridge of the nose or forehead
- Bite marks, often evidence of bruising, and teeth marks
- A torn fraenum (piece of skin which attaches inside upper lip to gum) may be the result of a direct blow or of an object being forced into the mouth

- Multiple fractures or fractures of varying age
- Poisoning
- Injuries to the genital or rectal area, including unexplained soreness or bleeding, sexually transmitted diseases and pregnancy
- Poor physical care, including inadequate hygiene, inappropriate dress, constant hunger and lack of attention to medical need
- Restricted growth and development may be a result of non-organic failure to thrive

Similarly, children's behaviour may give clues that they are or have been abused (although it should be remembered that children show signs of distress for other reasons too, e.g. divorce of parents, death of a family member):

- A fear of adults generally or certain adults in particular
- Poor peer relationships with other children and an inability to make friends
- Aggression and acting-out behaviour
- Social isolation and withdrawal
- Pseudo-maturity
- Frozen awareness (a combination of lack of expression and watchfulness)
- Detachment
- Sleep disturbance
- Running away
- Eating disorders
- Psychological problems
- Psychosomatic complaints (that is, illness caused by hidden fear or anxiety)
- Low attainment or a sudden drop in school performance
- Self destructive behaviour, including substance abuse and suicide

Contact with parents (unless they are suspected of abuse) is an important component of recognising abuse – their attitudes, responses and explanations must be evaluated as part of the jigsaw of recognition. Children have the right to be protected from abuse. This applies regardless of parental circumstances and any sympathy one feels for the parents concerned.

Safeguarding incidents and/or behaviours should also be considered within the context in which they occur – that is, the wider environmental factors in a child's life that may be a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important to provide as much information as possible as part of any referral process. This will allow an assessment to consider all the available evidence and the full context of any abuse.

Categories of Abuse

Staff may become alerted to the possibility of child abuse by:

- Noticing signs and symptoms of abuse
- Allegations made by another person
- An admission from someone who says they are harming a child
- A child telling them or showing them that they have been mistreated.

The lists below are neither exclusive nor exhaustive.

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, or deliberately induces, illness in a child.

Possible signs

- Fractures or any bruising on a baby
- Bruises and scratches to face and head
- Pinch marks or bite bruises
- Bruising around both eyes simultaneously
- Torn fraenum (skin linking upper jaw and lip)
- Fingertip bruising on front and back of chest (gripping)
- Finger or hand marks on any part of the body
- Ligature marks on neck, arms, or legs
- Cigarette burns
- Linear shaped burns or bruises (e.g. iron, radiator)
- “Non-cascade” scalds
- Head injury, may be no outward sign of injury
- Poisoning
- Bald patches
- Recurrent unexplained/untreated injuries or lingering illness

Possible behavioural indicators of physical abuse

- Explanation inconsistent with injury
- Refusal to discuss injuries
- Fear of going home or parents being contacted
- Arms and legs kept covered in hot weather or fear of undressing
- Aggressive bullying behaviour
- Frozen watchfulness/cowering/flinching at sudden movements
- Withdrawal from physical contact
- Fear of medical help
- Admission of excessive punishment
- Running away
- Self destructive tendencies

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 children 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.

Possible signs

- Speech delay, poor verbal ability, lack of communication skills
- Bed wetting, soiling (without physical cause)
- Lack of concentration, learning problems
- Unreasonable fear of new situations
- Eating disorders (over eating or under eating)
- Inappropriate emotional responses to stressful situations
- Low self-esteem
- Self-mutilation
- Alcohol, drug, solvent abuse

Possible behaviour

- Over-reacting to mistakes
- Obsessive behaviour (e.g. rocking, twisting hair, sucking thumb)
- Withdrawal from relationships with other children
- Fear of parents being contacted
- Extremes of passivity or aggression
- Attention seeking
- Chronic running away
- Compulsive stealing, scavenging for food or clothes
- Impaired capacity to enjoy life

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

Possible signs

- Cries hysterically when nappy is changed
- Wetting and soiling themselves
- Sudden drop in school performance/poor concentration
- Obsessed with sexual matters as opposed to normal exploration
- Changes from being happy and active to being fearful and withdrawn
- Unexplained sources of money/gifts
- Urinary infections, bleeding or soreness in the genital/anal areas
- Vaginal discharge – vaginal warts
- Soreness and bleeding in the throat
- Chronic ailments e.g. stomach pains, headaches without obvious cause
- Eating disorders
- Becomes severely depressed
- Has a poor self-image
- Uses alcohol/drugs to excess
- Not allowed to have friends around or go out on dates
- Fearful of undressing for physical education
- Venereal infection
- Pregnancy

Possible behaviour

- Overly compliant behaviour
- Behaves in a sexually inappropriate way in relation to their age
- Withdrawn and unhappy, insecure and “clingy”
- Plays out sexual acts in too knowledgeable a way for their age
- Say themselves that they are bad or wicked
- Arriving early at school and leaving late with few, if any, absences
- Excessive masturbation – exposing themselves
- Drawings of sexually explicit nature
- Attempts to sexually abuse another child
- Recurring nightmares and/or fear of the dark

- Had a “friend who has a problem” and then tells about the abuse of “a friend”
- Self-mutilation/attempted suicide
- Running away
- Prostitution

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, shelter and 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.

Possible signs

- Unkempt appearance, poor personal hygiene
- Poor skin/hair condition
- Drop through height/weight centiles
- Small stature (where not a family characteristic)
- Constant tiredness
- Repeated accidents
- Untreated medical conditions
- Inappropriate clothing
- Constant hunger
- Frequent lateness or non-attendance at school
- Accidental self-poisoning
- Severe tantrums
- Isolation within school
- Lack of trust
- Unexplained tummy pains
- Eating problems
- Fear
- Self harm
- Depression or signs of withdrawal or regression

Possible behaviour

- Inability to form friendships/relationships
- Pseudo-mature or sexually explicit behaviour
- Air of detachment – “don’t care” attitude
- Chronic running away
- Compulsive stealing
- Scavenging of food and clothes
- Low self-esteem
- Neurotic behaviour (e.g. rocking, thumb sucking, hair twisting)
- Inability to make social relationships
- Tendency to destroy things

Children missing from education

Regular school attendance is crucial for children educationally, but also important for their social and emotional development. Furthermore, a child going missing from an education setting, particularly repeatedly, can act as a vital warning sign of a range of safeguarding issues. This may include abuse and neglect and such children are at risk of being victims of harm, exploitation or radicalisation. It may also

indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or risk of forced marriage. Staff should treat prolonged or repeated absence, or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly.

It is a regulatory requirement for EYFS setting to have a written procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting (Statutory Framework 3.73).

Promoting School Attendance

Schools should promote good attendance. Contact should be made with parents on the first day of an unauthorised absence, and explanations for absence should be followed up rigorously when the child returns to school. Any concerns regarding these explanations should be reported to the Head/DSL (depending on the nature of the explanation).

Requests for leave of absence should be very carefully considered by the Head and only granted in exceptional circumstances, in accordance with the GDST attendance and admissions registers guidance on the GDST staff intranet.

Monitoring Absence

Class teachers and tutors should review the attendance record of the pupils for whom they are immediately responsible on a regular basis. Extended, regular or patterned absence from school can be an indicator of a wellbeing or safeguarding issue, and should always be followed up. The attendance of pupils with known welfare and attendance concerns should be monitored particularly closely.

Types/patterns of absence of particular concern (e.g. those associated with FGM or forced marriage) should be covered in the school's regular safeguarding updates and further information can be found via links in *Keeping Children Safe in Education*.

The nature of action to be taken will depend on the age of the child and individual circumstances, but may well involve:

- An initial confidential discussion with the pupil herself
- A discussion with parents
- A discussion with the year group/key stage lead, pastoral deputy, nurse or DSL

Any concern and action taken should be recorded in writing and a note placed on the pupil file.

Peer-on-peer abuse

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). It can take various forms, including: serious bullying, relationship abuse, domestic violence, child sexual exploitation, youth violence, harmful sexual behaviour (see below), and/or gender based violence.

Abuse by peers should be taken as seriously as abuse perpetrated by an adult – don't be dismissive or set high thresholds. Peer on peer abuse, including verbal abuse, should be recognised as a potential safeguarding issue and never be tolerated or passed off as horseplay, teasing or 'banter'. The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding procedure is, subject to local specifics as in any other case, when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Also bear in mind that there may be a risk to young children / young people other than the current victim.

In cases of bullying (especially sexist, sexual and transphobic bullying due to the potential seriousness of violence), schools must always consider whether safeguarding processes need to be followed.

Key principles:

- Educate pupils to recognise and respond appropriately to peer abuse
- Investigate any allegation of peer abuse promptly and thoroughly
- Implement the safeguarding and anti-bullying policies and procedures
- Seek advice from statutory agencies, and be prepared to make a referral if the case meets the threshold set by the local safeguarding partners
- Follow the advice for practitioners in *What to do if you're worried a child is being abused*
- A co-ordinated multi-agency approach is required
- Multi-agency assessment should be carried out in each case
- The needs of young people who abuse should be considered separately from the needs of the victim – and schools should be alert to the fact that a child who has harmed another child may themselves be a victim
- Good record keeping of related conversations, meetings, communications and any intervention is essential.

A young abuser should be the subject of a child protection conference (CPC) if s/he is considered personally to be at risk of continuing significant harm.

Sexual violence and sexual harassment between children

Detailed advice on this issue is available in the DfE publication [Sexual violence and sexual harassment between children in schools and colleges](#), and guidance on managing reports can be found in Part 5 of *Keeping Children Safe in Education*. Key points have been summarised below. However, the guidance itself should be referred to for more detailed information.

What is meant by sexual violence and sexual harassment?

- Sexual violence and sexual harassment can occur between two children **of any age and sex**, or between groups of children
- Both sexes may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment
- Children with SEND, and pupils who are LGBT or perceived to be LGBT, are likely to be more vulnerable
- Sexual violence refers to rape, assault by penetration or sexual assault
- Sexual harassment includes such things as sexual comments; sexual jokes; physical behaviour such as deliberately brushing against someone, or displaying pictures or photos of a sexual nature; and online activity including sharing of images or video (sexting) or making inappropriate sexual comments (this list is not exhaustive)
- Harmful sexual behaviours in children are those which are inappropriate, problematic, abusive and violent
- When considering harmful sexual behaviour, the ages and developmental stages of the children involved should be considered

A whole school approach

- Sexual violence and sexual harassment should be included in the school's broader approach to safeguarding and should be clear and easy to understand for staff, parents and pupils
- It should be clear to all that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Sexual violence and sexual harassment should be included in staff training and age-appropriate PSHE

Initial response to reports of sexual violence and sexual harassment

- Schools should prepare for possible incidents, for instance by reviewing the specialist support potentially available

- Reports of sexual violence are often complex and require difficult decisions to be made – online concerns can be especially complicated
- Staff should not assume that someone else is dealing with the incident, and should discuss concerns with the DSL
- The initial response to a disclosure is important and schools should ensure the victim is taken seriously and supported. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report
- Schools should act in the best interests of the child. The needs and wishes of the child should be paramount (along with protecting the child) in any response
- General safeguarding principles apply in responding to incidents. Where an incident occurs off site, the school's duties remain the same
- Decisions are ultimately for a school to make on a case-by-case basis, with the DSL taking a leading role, and supported by other agencies such as children's social care or the police
- Schools should make a risk and needs assessment in cases of a report of sexual violence (the need for a risk assessment following a report of sexual harassment should be decided on a case by case basis). The assessment should consider the victim, alleged perpetrator and other children at the school, be recorded and kept under review.

Child Sexual Exploitation

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

Child sexual exploitation is a crime with devastating and long lasting consequences for its victims and their families. Any child, in any community may be vulnerable to CSE: it affects both boys and girls from all ethnic groups. Some key points to bear in mind are:

- It can affect any child or young person under the age of 18, including 16 and 17 year olds who can legally consent to have sex
- It can involve force, violence or threats of violence, or enticement-based methods of compliance
- It may occur without the victim's immediate knowledge (e.g. through posting images on social media)
- It can be perpetrated by individuals or groups, males or females, adults or children
- It can be a one-off incident or a series of incidents, and range from opportunistic to complex organised abuse
- The power imbalance typical of CSE may manifest itself in different ways: for example age, gender, sexual identity, cognitive ability, physical strength, status etc.

Children rarely self-report CSE, so it is important that practitioners are aware of potential indicators of risk, including:

- Unexplained gifts or new possessions
- Association with other young people involved in exploitation
- Isolation from peers/social networks
- Relationships with controlling or significantly older individuals or groups
- Concerning use of the internet and other social media
- Excessive receipt of texts/phone calls, multiple callers
- Inappropriately sexualised behaviour for age, sexually transmitted infections or pregnancy

- Changes in emotional well-being;
- Increased secretiveness
- Misuse of drugs and alcohol
- Going missing for periods of time or regularly coming home late; and
- Regularly missing school or education or not taking part in education.

However CSE can occur without any of these risk indicators being obviously present.

Detailed non-statutory guidance on CSE can be found at

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

Some informative short films on CSE have been made available by the University of Bedfordshire at

<https://www.beds.ac.uk/ic/films>

Child Criminal Exploitation

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or threat of violence. CCE can include children being forced to work in cannabis factories, to shoplift or pickpocket, to threaten other young people, or to move drugs or money across the country (referred to as county lines – see below).

CCE can affect a child or young person or vulnerable adult and is still exploitation even if the activity appears consensual. It can involve force or enticement-based methods together with threats of violence or actual violence. It does not always involve physical contact; it can occur through the use of technology. It can be perpetuated by individuals or groups, males or females and young people or adults. It typically involves some form of power imbalance, including gender, cognitive ability, physical strength, status and access to economic or other resources.

Whilst young people aged 15-16 years old are most commonly exploited, children as young as 12 are known to be exploited by gangs to act as drug couriers. Both males and females are exploited, with social media sometimes used to make the initial contact.

Factors that heighten a person's vulnerability include:

- having poor experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- social isolation or social difficulties
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other people involved in gangs
- having a physical or learning disability
- having mental health or substance misuse issues
- being in care (particularly those in residential care and those with interrupted care histories)

Some indicators of CCE involvement and exploitation include:

- persistently going missing from school or home and/or being found out-of-area
- unexplained acquisition of money, clothes or mobile phones
- excessive receipt of texts/phone calls
- relationships with controlling/older individuals or groups

- leaving home/care without explanation
- suspicion of physical assault/unexplained injuries
- misusing drugs and alcohol
- parental concerns
- carrying weapons
- significant decline in school results/performance
- association with other young people involved in exploitation or isolation from peers or social networks
- self-harm or significant changes in emotional well-being

If you are concerned about a child you should follow your local safeguarding partner procedures. If you believe a child is at immediate risk of harm you should contact the police.

NSPCC Childline and Mind can be sources of support for young people.

County Lines

County Lines Exploitation is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated phone lines or other form of 'deal line'. It involves child criminal exploitation as the gangs use children and vulnerable people to move drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. The gang may establish a base by taking over a vulnerable adult's home. Issues involved include drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery and missing persons.

The DFE has produced further guidance on County Lines, with the expectation that all frontline school staff will become familiar with the guidance. It provides:

- a definition of the term 'county lines exploitation'
- describes the impact on young people
- describes characteristics of children who may be vulnerable
- sets out signs to look out for and how to respond
- provides useful case studies

The full guidance can be accessed here: [Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance](#)

If you are concerned about a child being at risk of county lines exploitation, you should follow local safeguarding guidance and share the information with local authority social services. If you believe a person is at immediate risk of harm, you should contact the police.

Domestic Abuse

Domestic abuse can be 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 or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical

- sexual
- financial, and
- emotional

It is estimated that one in five children are exposed to domestic abuse. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. Children witnessing domestic abuse is recognised as ‘serious harm’ in law. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse can also be a sign that children are suffering another type of abuse or neglect.

Domestic abuse can be difficult to identify as children often learn to keep their feelings to themselves and may feel like violence in their home life must be kept secret. However, the stress of living with abuse may lead some visible indicators which include:

- aggression or bullying
- withdrawal
- attention seeking
- anti-social behaviour
- depression or anxiety
- difficulties with school work
- eating disorders
- drug or alcohol abuse
- constant colds, headaches, mouth ulcers, asthma, eczema

Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Young people experience the highest rates of domestic abuse of any age group, and 95% of young people experiencing abuse within their intimate relationships are female¹.

Operation Encompass operates in the majority of police forces across England. The system ensures that when police are called to an incident of domestic abuse, where there children in the household who have experienced the incident, the police will inform the key adult (usually the DSL) in school before the child or children arrive at school the following day so that the school can arrange for appropriate support. Further information can be found on the website: <https://www.operationencompass.org/>

National Domestic Abuse Helpline 0808 2000 247 (24 hours)

<http://www.nationaldomesticviolencehelpline.org.uk/>

The website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe call from the team can be booked.

Women’s Aid website for children and young people: <http://thehideout.org.uk/>

Female Genital Mutilation (FGM) and other forms of so-called ‘honour based’ abuse

So-called ‘honour based’ abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. This includes FGM, forced marriage and practices such as breast ironing. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If staff have a concern

¹ SafeLives Children’s Insights data. The full report can be found at <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and children's social care.

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK, as is taking a British national or permanent resident abroad for FGM or helping someone to do this. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Most of the women and girls from practising communities live in the major UK cities, including London, Manchester, Sheffield, Liverpool, Birmingham and Cardiff. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to 'heal' before they return to school. There are also worries that some girls may have FGM performed in the UK.

Schools have a legal duty to safeguard children at risk, and FGM is a form of child abuse with long-lasting harmful physical and emotional consequences. Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. Any indications that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures in the Safeguarding and Child Protection Policy. In support of this provision, schools are advised to raise awareness of FGM among staff, ensure that sources of information and advice are available to both staff and pupils (including signposts for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, and appropriate black and ethnic minority women's groups), include FGM in the curriculum in relevant classes, and create an open environment in which girls feel able to discuss such concerns without inhibition.

There is a range of potential indicators that a girl may be at risk of FGM, including:

- Being in a family where other members have undergone FGM
- Parents withdrawing the girl from PSHE or learning about FGM
- Parents planning to take the girl out of the country for a prolonged period
- A girl appearing anxious, depressed and withdrawn and her educational performance, aspirations or motivation declining
- A girl confiding that she is to have a 'special procedure' or attend a special occasion to 'become a woman'

Further information on warning signs can be found in the statutory guidance at

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

There is also a resource pack available:

<https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack>

A leaflet provided by the Home Office:

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

And guidance for schools produced by the National FGM Centre:

<http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf>

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- not to reveal to anyone other than the Designated Safeguarding Lead that their enquires might be related to FGM, as this could increase risk to the pupil
- not to engage initially with the pupil's parents or family, or others within the community
- to alert the Designated Safeguarding Lead to their concerns immediately. This member of staff will then activate local safeguarding procedures, liaising with the police and children's or adults' social

care. If a pupil has disclosed that she is at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes. In all situations the girl should be offered counselling and medical help, and an assessment should be made of other related females who may be at risk.

For further information on what to do if there are concerns that a student may be at risk of or has undergone FGM, or if a student stops attending school, see Chapter 9 of the Multi-Agency Practice Guidelines.

From October 2015, it became a statutory duty on teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Unless a teacher has good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.²

Information on when and how to make a report can be found at

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Further information and support materials can be found at:

- <https://www.gov.uk/government/collections/female-genital-mutilation>
- NHS Choices <http://www.nhs.uk/Conditions/female-genital-mutilation/Pages/Introduction.aspx>
- Foundation for Women's Health Research and Development (FORWARD) at <http://www.forwarduk.org.uk>

Forced Marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional or psychological. Further information can be found in the [statutory guidance](#) and [multi-agency guidelines](#) (see p.35-6 for the role of schools and colleges).

Other specific safeguarding issues

Guidance on other specific safeguarding issues (including fabricated or induced illness, faith abuse and teenage relationship abuse) can be found via the GOV.UK website – links can be found in *Keeping Children Safe in Education* Annex A. The TES website and NSPCC website are other good sources of information.

Impact of Abuse

Abuse in all its forms can affect a child at any age from nursery stage to sixth form. It is well documented that pupil performance and behaviour can be adversely affected. The effect can be so damaging that the consequences are felt throughout a person's life. For example, an adult who was abused as a child may be unable to, or have great difficulty in, sustaining stable trusting relationships or may develop an excessive and harmful use of drugs or alcohol. The adverse effects of abuse can be helped considerably by an appropriate response to handling disclosures by the professionals involved, therapeutic and/or professional support if required and, importantly, family support.

Historical Abuse

Reports of abuse that happened in the past still need to be reported in accordance with GDST procedures. A pupil reporting "historical abuse" may benefit from family support and may need specific therapeutic/professional help. In addition child protection agencies will need to consider whether or not to

² A factsheet on the new duty can be found at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

conduct a child protection investigation, as a crime may have been committed and other children with whom the alleged abuser is (or has been) living or working may have been abused or be at risk of significant harm.

Responding to Safeguarding Concerns

Taking Appropriate Action

Individual schools provide pupil support in a variety of ways, through comprehensive and effective pastoral care, specific support for pupils through the Special Educational Needs Coordinator (SENCO), whole school Anti-Bullying strategies, Personal Social and Health Education (PSHE) and Sex and Relationship Education (SRE) programmes, special whole school events, and specific intervention to meet the needs of individual pupils.

A safeguarding concern may come to the attention of staff/volunteers in a variety of ways, such as:

- A pupil may disclose that s/he is being abused at home, school or elsewhere;
- A staff member or volunteer may become suspicious that a child is being abused;
- A third party (e.g. another pupil, a parent/family member or colleague) may share their concerns with a member of staff/volunteer;
- A member of staff/volunteer may have general concerns about a pupil's health or wellbeing.

Responding to a disclosure/safeguarding concern

Staff must be aware that the way in which they talk to a child can have an effect on the validity of evidence which can be brought in any subsequent criminal proceedings.

Dos

- **Stay calm and listen carefully**
- Explain sensitively that you must inform the Designated Safeguarding Lead (use their name) so that s/he can make sure that they can be helped to stay safe. It is important for all pupils, including very young children, that they are reassured that the matter will *only be disclosed* to people who *need to know*. Guidance on confidentiality, information sharing and consent is set out in further detail below
- Allow the child to talk freely and listen without criticising
- Accept what the pupil says and do not ask for further detail
- Acknowledge how hard it was for them to tell you and show by voice tone and/or facial expression that you are taking their concerns seriously
- Keep questions to a minimum: only use questions if you have to make sense of what the child is trying to communicate to you
- Ask **ONLY** open questions e.g. "Tell me what has happened" **NOT** "did she/ he/ do *** to you". " Who did this" **NOT** "Did *** do this to you"
- Reassure the child that they were right to tell you, that it is not their fault and explain whom you will have to tell (the Designated Safeguarding Lead) and why
- When you are recording the child's account of events, where possible use the child's *exact* words and phrases even if these are childish words, or you think it is rude or inappropriate language
- Note any external signs of possible injury or neglect but do not undress or examine the child
- Report your concerns to the Designated Safeguarding Lead immediately and well before the end of the same school day.

Don'ts

- **Do not promise confidentiality** (or make any other promises you can't keep)
- Don't interrupt the child who is freely telling their account of what happened
- Don't put words into the child's mouth (i.e. finish the child's sentences for him/her)
- Avoid asking the child for details
- Avoid making assumptions about the pupil or their family

- Avoid jumping to conclusions or speculating about what happened or might have happened or making accusations
- Try to avoid an overly emotional reaction, such as expressing disgust, shock or disbelief
- Don't attempt to undress the pupil in order to examine him/her in an attempt to determine the nature of any injuries/neglect, or take images of a child's injury
- Don't collude with any other person in relation to concerns about the pupil's welfare or hold on to significant information about the pupil's welfare
- Don't confront the alleged abuser
- Don't burden the pupil with guilt by asking questions such as "why didn't you tell me before?"
- Don't interrogate or pressure the pupil to provide information
- Don't ask any potentially leading questions such as those that start with the words, how, what, when, where and why
- Don't criticise the alleged perpetrator, this may be someone they love
- Don't make promises that you cannot keep such as "I'll stay with you all the time" or "it will be alright now".

Staff should record any safeguarding concerns or disclosures, and report them immediately, well before the end of the same school day, to the Designated Safeguarding Lead. Clear communication arrangements must be in place for all staff working out of normal school hours to contact the Designated Safeguarding Lead and/or local child protection agencies.

It is not the role of the GDST (including Heads and the Designated Safeguarding Lead/s) to investigate suspected or alleged abuse; this is the role of the Police and Social Services.

Multi-Agency Policy and Practice

The GDST recognises the critical importance of actively contributing to multi-agency safeguarding policy and practice: *"Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.³".*

Wherever a concern is raised with the Designated Safeguarding Lead, they should, in consultation with the Head where possible, always consider seeking advice or guidance from Social Services, or other local agencies involved in the safeguarding and welfare of children (such as an educational psychologist or CAMHS). This may be the case where there is a serious child protection allegation, or where there is a general concern about a pupil's well-being and health.

Early Help Assessment (formerly CAF)

An early help assessment is undertaken when it appears a child and family would benefit from coordinated support from more than one agency. The assessment should identify what help the child and family need to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, SENCO, GP, family support worker and/or health visitor.

An Early Help Assessment is not a referral. The Designated Safeguarding Lead should discuss with Social Services whether it would be more appropriate to undertake an Early Help Assessment or to make an immediate referral.

³ Working Together to Safeguard Children 2018 p.11

Decision to refer to Social Services

When making the decision to make a referral to social services which could activate a child protection investigation, **advice to determine whether it is appropriate to obtain consent, or notify parents in advance of making the referral** and, if applicable, how to approach gaining consent of parents and pupils concerned, should be sought from the local child protection agencies, preferably Social Services. Advice can also be sought from the Legal Department at Trust Office. Any advice received should be recorded. This advice can be sought without revealing the child's identity and can help the Head decide whether or not to make a formal referral, and how to deal with the sensitive issue of consent. Generally, the consent of parents should be obtained before making a formal referral, unless to do so would place the child at significant risk of harm. **However, the decision as to whether, when and what to tell parents should be agreed in advance with Social Services.** Please also refer to the Seven Golden Rules of Information Sharing which deals with the issue of consent.

In the event of a school making a referral to Social Services, they should **agree with Social Services exactly what the child and parents will be told, by whom and when.** The Designated Safeguarding Lead should also ask to be kept informed of the timing of any strategy discussions between Social Services and the police, which will decide *whether and how to investigate*. The Designated Safeguarding Lead (accompanied by or in close liaison with the staff member who knows the child best) should be prepared to contribute to the strategy discussion on the basis of the school's knowledge of the child.

Unsatisfactory response from Child Protection Agencies

The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. The referrer should follow up if this information is not forthcoming. A record of each contact with Social Services, including the name of the officer with whom the School has spoken, and the date and time of the call, should be kept.

In the event of the school not being satisfied with the response, the Head should liaise directly with Social Services to try to resolve a more satisfactory outcome for the pupil concerned. Failing this, the Head should write to the Director of Children's Services. As a last resort, the Head should request the Chief Executive to write to the Chair of the local safeguarding partners, whose role is to help ensure that all agencies are working effectively and collaboratively together to safeguard children and that any barriers to effective multi-agency working are properly addressed.

Duty to Report Concerns about the Management of Safeguarding

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. Where staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise those concerns, and the duty of the senior leadership team to take them seriously. Staff and volunteers should be encouraged to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. The duty to report concerns about the management of safeguarding is part of the Code of Conduct and the whistleblowing procedure below can also be found in the Safeguarding Policy (section 9). It will also form part of staff induction training.

The member of staff or volunteer should bring their concerns to the attention of the Designated Safeguarding Lead, or in a case where the concerns relate to the actions or inaction of the Designated Safeguarding Lead, to the Head.

However, where a member of staff or volunteer reasonably believes these reporting routes to be inappropriate, or has reported concerns and no action has been taken, they should contact the Director of Legal at Trust Office or refer their concerns to children's social care directly. The NSPCC whistleblowing helpline is also available: tel. 0800 028 0285 (8am-8pm, Mon-Fri) email: help@nspcc.org.uk

A2. Confidentiality, Information Sharing, Consent and Record Keeping

In order to effectively safeguard children and enable intervention, secure and appropriate information sharing between agencies is essential. Often, it is only when information from different sources is put together that risks can be properly identified. All staff should be proactive in sharing information as early as possible, and should not assume that someone else will pass on information that they think may be critical to keeping a child safe **Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**

Where you have reason to believe that a child may be suffering or may be at risk of suffering significant harm, you should always consider referring to social services in line with local safeguarding partner guidelines.

It is important to recognise that significant harm does not simply arise from deliberate abuse or gross neglect. It can also arise where a child is failing to thrive for no known reason, for example because they are suffering from an undiagnosed medical condition. If parents refuse to provide medical information or to seek medical help, again information sharing may be justified. Where you have concerns that the actions of some may place a child at risk of significant harm, it may be possible to justify sharing information with or without consent for the purposes of identifying people for whom preventative interventions are appropriate.

Seven Golden Rules of Information Sharing

1. Remember that the General Data protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately. Staff should be confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal ('special category personal data'), and also be aware of the conditions under which personal data may be withheld
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible. In such cases it is recommended that advice is sought from the Legal Department.
4. Where possible, share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared. It is recommended that advice is sought from the Legal Department.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and wellbeing of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.

7. Keep a record of your decision and the reasons for it, whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose. This record should include the date, time and name of person making the decision and details of any relevant advice from Social Services/other agencies. The note should distinguish between fact and opinion where possible.

Sources of Advice

If staff have a safeguarding concern or a concern about the well-being of a pupil, and are unsure about whether or how to share information appropriately, guidance should be sought from:

- Contacting children's social care (which can be on a no names basis) for advice
- The Legal Department at Trust Office
- [Information Sharing: advice for practitioners providing safeguarding services](#) July 2018
- *What to do if you are worried a child is being abused* 2015
- *Working Together to Safeguard Children* July 2018 (there is a myth busting guide to information sharing on p.19)
- The [Information Commissioner's Office](#) (ICO), which includes ICO GDPR FAQs and guidance from the department
- [Data protection: a toolkit for schools](#) August 2018

Specific guidance on confidentiality for **School Nurses** is contained in the Roles and Responsibilities: School Nurse section of these procedures.

Record Keeping

Good record keeping is essential for effective safeguarding practice and schools should therefore ensure that all concerns should:

- Be recorded as soon as possible and in any event within 48 hours,
- Clearly distinguish between fact and opinion
- Contain name(s), date, the event, any action taken and to be taken
- Be a record of what was said
- Contain details of any advice received from Social Services or other agencies and their details

The Designated Safeguarding Lead must be informed. They will determine what information must be shared with which other staff and local agencies, in accordance with the [Information Sharing and Consent guidance](#). The record should be updated to reflect who the information has been shared with, the basis for the decision to share, whether there was consent, and any advice obtained in relation to sharing the information. Staff must be aware that their records may be used in criminal proceedings. Recording procedures need to be followed in conjunction with procedures relating to confidentiality, and information sharing requirements.

Secure storage, sharing and retention of sensitive personal information

All safeguarding and related pastoral care information concerning individual students should be recorded and held on CPOMS.

- Wherever possible safeguarding information and concerns should be recorded directly onto the online system
- Internal and external reports or documents received electronically or on paper should be scanned if necessary, uploaded onto CPOMS and the original destroyed or deleted
- Should it ever be necessary to retain a paper record it should be stored in a locked filing cabinet
- There is no need to upload records that predate the introduction of CPOMS onto the system. Legacy documentation should however be stored in a locked cabinet.

Safeguarding and sensitive pastoral information should only be shared internally via CPOMS. It is also possible to share CPOMS data securely with some external organisations. Should it be necessary to email a document

containing safeguarding or sensitive pastoral information externally, the document should be encrypted or password protected. Passwords must be shared separately.

In terms of retention, all data on the safeguarding file potentially forms part of the important story that may be needed retrospectively for many years. **No records of safeguarding concerns should be destroyed before the conclusion of the Independent Inquiry into Child Sexual Abuse, led by Professor Alexis Jay, which began in July 2015 and is expected to continue until 2020.**

A3. Code of Conduct: Promoting Safe Practice

Procedures for promoting safe practice in this section are indivisible from and expected to operate in conjunction with other GDST and school policies including:

- Equal Opportunities Policy
- Behaviour / Discipline Policies
- Anti Bullying Policy
- Online Safety Policy
- Policies relating to Physical Intervention
- Disciplinary Procedure
- ICT Acceptable Use Agreement
- Communications including Social Media Policy
- Administration of Medicines Protocol
- Other codes of conduct including, where relevant, boarding house handbooks

These Procedures incorporate guidance produced by the DfE in the document *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*. Schools are recommended to refer to this guidance for more detailed advice on a range of issues including:

- Infatuations
- One to One Situations
- Transporting Pupils
- Educational Visits and After School Activities

Teachers are also expected to be aware of the standards of personal and professional conduct that form part of the UK [Teacher Standards](#). These are used by the TRA when assessing cases of serious misconduct relating to teachers in independent schools.

Basic Principles

The GDST expects all staff and volunteers to:

- Treat pupils with respect, dignity, sensitivity and fairness
 - Value and respect all pupils as individuals
 - Demonstrate that they are willing to listen to pupils' views and opinions
 - Provide suitable opportunities for pupils to be involved in decision making processes
 - Provide positive encouragement and praise to all pupils
 - Provide an example of good conduct for pupils
 - Ensure that relationships with pupils remain on a professional footing
 - Avoid behaviour that could lead a reasonable observer to question their conduct, intentions or suitability to care for children
 - If they have concerns about other members of staff or volunteers or the management of safeguarding in the school, to report these to the Designated Safeguarding Lead, or (should this reporting route be inappropriate) to the Director of Legal at Trust Office
 - Consider whether their relationships and associations both within and outside of the workplace (including online) may have implications for the safeguarding of children in the school, and be aware that they should raise these in order to help schools identify whether arrangements are necessary to support them and ensure children's safety
 - Alert the school as appropriate to any changes to their own personal circumstances which may affect their suitability to work with children. This includes informing their line manager of any medical condition, disability or medication that may affect their ability to do their job, and of any charge or summons to appear in court in relation to a criminal offence (other than minor road traffic violations)
- Staff and others who work with children in the early years or directly manage the setting are expected

to disclose any convictions, cautions, court orders, reprimands and warnings they have received which may affect their suitability to work with children (whether received before or during their employment at the setting).

Guidelines on Acceptable Behaviour of Staff and Volunteers

In the way you speak:

- Do not address a pupil by any name other than his/her first or preferred name
- Do not encourage or engage in inappropriate humour or chat or gestures (e.g. swearing, sexual connotation or innuendo)
- Do not allow pupils to use inappropriate language unchallenged. Positively challenge inappropriate chat e.g. racist/ sexist comments, swearing or sexual jokes
- Avoid excessive personal compliments about a pupil's appearance
- Do not dictate orders by shouting but request or provide direction to staff or pupils
- Do not enter into arguments or heated debates in front of pupils or parents

In your conduct:

- Be mindful of how you touch pupils – your actions could be misconstrued. Do not carry a child unless absolutely necessary and try not to handle a child below the shoulder unless there is a justifiable reason for doing so
- Be cautious when comforting a distressed pupil with physical contact – which should never be in private. Whenever a teacher touches a child she/he should be aware that the action may be misconstrued or cause offence. Bear in mind the pupil's age and ethnicity, the nature of the distress and her needs and the physical environment. Common sense dictates, however, there are some situations where appropriate physical contact is either necessary or reasonable action to take (see below). If a girl's reaction shows that she is uncomfortable with being touched, the teacher should adjust his/her behaviour accordingly
- If you need to talk to a pupil privately, make sure that this does not put you at risk, i.e. the room should afford privacy but still be in the view of others. If any physical contact occurs in a one-to-one situation, a prompt report should be made to the DSL
- Male staff and volunteers should avoid entering girls' toilets, changing rooms or showers except in an absolute emergency and ideally accompanied by a female member of staff/volunteer. Situations where male staff have had to enter these particular areas should be openly discussed with the staff member's line manager as soon as practical and if necessary recorded
- Do not offer car journeys to pupils unless in an *emergency* and ideally with parental permission. Any transport should be undertaken with at least one adult additional to the driver acting as an escort. Always inform your line manager and log details and reason for the journey ASAP. Staff must ensure they have appropriate insurance in accordance with the information on school trips on the GDST staff intranet
- Do not arrange to socialise with pupils at events other than those relating to school events and with the permission of parents/guardians *and* Head (e.g. end of term celebrations, at weekends or evenings)
- Do not make visits to pupils in their homes or receive pupils at your home unless in an *emergency*, sanctioned jointly by the Head and Director of Legal at Trust Office and ideally with parental permission⁴.
- If, in exceptional circumstances, a home visit is considered to be necessary for any reason which is not an emergency, a risk assessment must be conducted and documented in accordance with the Safer Recruitment Consortium's Guidance for Safer Working Practice, and approved in advance by the Head and the Director of Legal, who must also conduct regular reviews of any repeat visit
- Schools which sponsor overseas pupils travelling to the UK alone under the UKVI's tier 4 system are responsible for ensuring appropriate living arrangements are in place. So-called "homestay" arrangements are provided by local residents and are subject to private fostering regulations. Suggestions from members of staff to act as foster carers of a tier 4 sponsored pupil must be handled

carefully and in view of the risks to the school, its staff and pupils. Staff must not be encouraged to carry out a homestay arrangement or given an indication that this is part of their role as a school employee. Any homestay provided by a member of staff is the responsibility of the member of staff to undertake and arrange, and the school must be satisfied it is appropriate in all the circumstances. The requirement to carry out a full risk assessment and conduct regular reviews applies to any homestay arrangement involving a member of staff. Annual safeguarding audits will include a review of any homestay arrangement involving a member of staff.

- Do not single out individual pupils for special gifts or favours or unnecessary individual attention
- Do not allow any allegations made by a pupil or third party to go unchallenged, unrecorded or not acted upon.

In your use of electronic communications/IT:

- Do not give pupils personal contact details (e.g. e-mail, telephone numbers or address), or take personal contact details from pupils except in an emergency, (in which case a member of SLT must always be informed)
- It should not be necessary for staff to have pupils' personal contact details on a routine basis. Where staff might require such details e.g. for the organisation of school activities such as school trips, it is essential that the school provides a contact number for the pupils and it is made clear that whenever personal contact numbers are taken from pupils, the lists are destroyed after the trip and are never stored in any device belonging to a member of staff
- Exercise caution in use of social media, and ensure you are working within the confines of the GDST Communications including Social Media Policy, ICT Acceptable Use Agreement and any other GDST guidance on the use of social media
- Do not engage with pupils using personal social media channels. For example, staff must not become Facebook friends with current pupils (or former pupils below the age of 18) on personal accounts, and must not follow them, or communicate with them, on Twitter, WhatsApp, Snapchat or Instagram

The guidelines above do not apply in relation to the behaviour of staff towards their own children or other close relatives if these children are GDST pupils. Staff with children at their school are expected to use their common sense and careful judgement in determining appropriate boundaries whilst ensuring that safeguarding considerations do not adversely circumscribe their children's social interactions with peers. They should discuss matters with the Head or DSL in advance if uncertain about any specific situation, and likewise inform the Head immediately if something occurs which is problematic or could be misconstrued.

Use of Mobile Phones and Cameras

In order to prevent allegations of inappropriate activities, including against EYFS staff, staff must not store images of pupils (taken in a school capacity*) on any personal device. Any images taken on personal devices must be transferred to school or GDST systems as soon as reasonably possible and the personal copy permanently removed. Staff must be careful to avoid taking any photos of pupils that could be construed as inappropriate, and any photos that may inadvertently be seen as inappropriate should be destroyed.

* applies to staff with relatives who are GDST pupils

Misuse of Alcohol and Drugs

All GDST staff and volunteers are not permitted to misuse, or be under the influence of, alcohol or illegal drugs, on GDST premises or whilst in charge of pupils at any other venue in the UK or abroad. *Disciplinary Action may follow if these guidelines are not upheld.*

Physical Contact between Staff and Pupils

Safeguarding pupils requires both pupils and staff to be clear about safe and acceptable physical contact. However it is just as important for all staff and volunteers to feel comfortable in contributing to providing a safe and caring environment for all pupils, especially for very young children. Staff and volunteers need to feel comfortable in responding to pupils' practical and emotional needs.

It is important to avoid making assumptions about whether or not a pupil wants physical contact, even with very young children, or to assume that one response fits all circumstances. Members of staff should use their professional judgement in specific situations, taking into account the pupil's needs at the time, their age, stage of development, gender, ethnicity and background.

If a member of staff believes that an incident could be misinterpreted, they should inform the Designated Safeguarding Lead immediately.

When is Physical Contact with Pupils Acceptable?

The paramount consideration is the need of the child. Staff should use their professional judgement to comfort or reassure children while maintaining appropriate distance. Never do anything of a personal nature for children that they can do for themselves (e.g. help with toileting, putting on sun cream, drying after swimming or getting dressed).

There are times when it is appropriate for a member of staff/ volunteer to touch a pupil, for example:

- Young children in particular quite often need immediate physical comfort after a fall/ injury
- Helping very young children with personal care tasks (dressing/ drying after swimming) **see also acceptable behaviour above*
- Strapping seat belts for young children
- Some pupils with particular disabilities
- Providing first aid treatment
- Pupil recovering from an accident (e.g. pupils using crutches or in plaster)
- Pupils who are extremely emotionally upset
- To avoid accident or injury in an emergency
- Some contact sports see further Appendix B5
- Some arts activities see further Appendix B6
- Holding the hand of a child at the front/back of the line when going to assembly or when walking together around the school

If a child needs to sit on your lap, sit the child on your lap in a quiet area, in view of other staff or pupils and ask the child to sit 'side saddle', i.e. with his/her legs together, folded across your lap.

Responding to Pupils Making Physical Contact with You

Should a pupil of any age seek you out for physical contact or seem to want to establish an intimate relationship with you *always* discuss this with your line manager. It may be that other staff have experienced similar issues with the same pupil or group of pupils.

For example, a young child needs to be encouraged to demonstrate their affection in different ways in different situations. An older pupil may have developed a "crush" on you and this needs to be sensitively and openly managed with your line manager, to avoid leaving you open to allegations of misconduct or abuse.

In all situations where a pupil initiates inappropriate physical contact, it is the responsibility of the adult to distance themselves and help the pupil understand the importance of personal boundaries. It is important that the incident and the circumstances should be reported to the Designated Safeguarding Lead and recorded as soon as possible, and, if appropriate, a copy placed on the confidential file relating to that pupil.

Sexual Behaviour

Children of any age may behave in a sexual way.

Pupils may need guidance on:

- Self-Awareness
- Social Skills

- Establishing appropriate peer relationships
- Bullying
- Emotional support
- Information and advice about how their behaviour may be perceived by others and possible consequences of their behaviour

Older students may need guidance regarding sex and relationship counselling. In Trust schools the school nurse may be able to assist and guidance is given through PSHE and SRE programmes.

Sometimes, inappropriate sexual behaviour may require the pupil to receive advice and guidance from professionals outside of the school. It is also possible that inappropriate sexual behaviour is a sign that the pupil could be at risk of significant harm. These matters need to be considered under the school safeguarding procedures.

Abuse of Trust

Under the Sexual Offences Act 2003, it is a criminal offence for any person over 18 in a position of trust to engage in a sexual relationship with a pupil under 18; this constitutes 'Abuse of Trust'. This is to prevent adults abusing their position of trust, for example by persuading, encouraging or intimidating pupils into certain behaviours or activities.

The law applies to anyone working in schools in a paid or voluntary capacity, including sixth formers and gap-year students, even if they do not teach the child and even if *pupils are of an age to consent to sexual activity* and applies *even if both parties consent* to the sexual relationship.

A sexual or intimate relationship between a member of staff or volunteer and a sixth former over the age of 18 is also unacceptable, even though not a criminal offence, and will be dealt with under the provisions of the GDST disciplinary procedure and is likely to be considered as gross misconduct.

Schools must ensure that all staff, volunteers and gap-year students are informed about the requirements and implications of "Abuse of Trust." and that the GDST extends the requirements of staff behaviour and the consequences of non-compliance with these procedures to include inappropriate relationships with 6th formers who are 18 years old.

Confidentiality

Members of staff have access to confidential, personal information in order to undertake their everyday responsibilities. This information must be handled responsibly and sensitively.

It is important to:

- Avoid sharing information casually in conversation or other than on a need-to-know basis
- Avoid holding sensitive discussions about pupils in public areas, such as corridors, dining areas or playgrounds
- Keep notes and records about pupils suitably secure
- Be careful about the kinds of personal information about pupils which are on view in staff rooms, work areas and offices, especially if these areas are used or visited by parents, visitors or contractors
- Make sure you are familiar with the Record Keeping section within the Safeguarding Procedures
- Ensure you are familiar with your responsibilities under the General Data Protection Regulations and Data Protection Act 2018 (further guidance is available on the GDST staff intranet)

In areas where confidentiality may be an issue, it is important to remember that it is the welfare and safety of the pupil which is the key focus.

Children need to be educated that other members of staff may have to pass information on to others in order to help them and keep them safe. In certain circumstances, it may also be the case that pupils themselves receive a disclosure, and should understand the importance of passing such information on, and who to speak to. It is important to reassure pupils, including very young children, that if their personal information is shared it will only be passed on to those who need to know and will not become common knowledge amongst other staff/pupils. This can be brought to the attention of pupils through:

- PSHE and Sex and Relationships Education
- RS/RE discussions on ethical issues
- Assemblies
- Part of induction arrangements for new pupils
- Displays of material about external organisations which offer help and support
- Leaflets and other material telling pupils and parents about pastoral care arrangements
- Discussions with parents

Where applicable, include a clear and pupil-friendly statement about confidentiality within material produced by the school nurse or welfare counsellor.

It is essential that staff avoid being pressured into promising that they will keep information 'secret' when pupils give them information about changes in their family, their concerns, worries or other possible indications of abuse. The dangers of keeping secrets are that this approach:

- helps perpetuate the cycle of secrecy and concealment which characterises much abusive behaviour
- leads to the child feeling a greater sense of betrayal when material has to be disclosed, again reinforcing a sense that adults cannot be trusted
- will put you into an impossible situation, for example, if the child then discloses evidence of extensive abuse or a situation in which a vulnerable sibling is clearly at risk of significant harm

See Section 2 for further guidance on Confidentiality, Information Sharing and Consent.

Behaviour Management

Individual schools are expected to develop policies relating to, and communicate clearly to all pupils and parents, their model of positive discipline (including a hierarchy of sanctions) in order to encourage positive behaviour, respect for others and a sense of self discipline appropriate to the pupils' age and understanding.

The Behaviour Policy or Code **must** include the promotion of good behaviour, self-discipline and respect, and show the place of rewards and sanctions. Regard should be had to the DfE Guidance *Behaviour and Discipline in Schools* which covers the following key areas:

- Duties under the Equality Act 2010 including issues related to pupils with disabilities and how reasonable adjustments are made for these pupils
- A consistent approach to behaviour management
- Strong school leadership
- Classroom management
- Rewards and sanctions; behaviour strategy and the teaching of good behaviour
- Staff development and support
- Support systems for pupils
- Liaison with parents and other agencies
- Managing pupils' transition
- Organisation and facilities
- Disciplinary action against pupils who are found to have made malicious accusations against staff.

Individual school Behaviour and Sanctions Policies should also reflect the following guidelines:

Sanctions that are permissible

- Removal from the group/class
- Withdrawal from break or lunch time activities
- Withdrawal from any school trip, sporting or arts event which is not essential to the curriculum
- Completion of assigned work
- Carrying out a useful task in school
- Detention (with 24 hours' notice and consideration of safe return home of pupil if outside school hours; it cannot be used informally at the end of the school day)

The requirement to give 24 hours' notice of detention has recently been rescinded. However schools are **strongly advised** to retain previous practice and give 24 hours' notice of a detention and consider the safe return home of the pupil if after school hours.

It would be acceptable for staff or volunteers to help a pupil recognise and understand their behaviour by talking calmly about feelings and the consequences of their behaviour, including helping them to "put themselves in the other person's shoes".

Sanctions which are not permissible

- Physical violence e.g. punching, kicking, pushing, shaking or pulling limbs, hair or clothing
- Persistent or aggressive shouting (other than to ensure safety in an emergency)
- Throwing missiles e.g. objects, books, pencil cases, chalk, rubbers
- Humiliation (e.g. wearing distinctive or inappropriate clothes))

No forms of corporal punishment are permissible. Corporal punishment is defined as;

"Any degree of physical contact which is deliberately intended to cause pain, injury or humiliation"

Controlling Anger and Responding to Aggression

In the unlikely event of a staff member or volunteer feeling threatened verbally by a pupil, s/he could:

- Point out to the pupil that their language is inappropriate and offensive and tell them to stop
- Direct the pupil to an activity, task or quiet area
- Request the pupil to report to a teacher / the Head / wait in reception area (depending on the pupil's age and understanding) provided that you have considered the safety of the pupil
- Request the pupil to leave the room (depending on the pupil's age and understanding) provided that you have considered the safety of the pupil
- If a pupil removes him/herself from your charge, you should suggest a safe place for him/her to "cool off" and ensure that another staff member or volunteer checks that the pupil is safe
- If the pupil appears to be placing him/herself "at risk" you must contact another member of staff *immediately* to help you respond to the situation.

In the unlikely event of a staff member or volunteer feeling threatened physically by a pupil, you will have to judge whether it is best for you to:

- walk away and get further help, or
- calmly reason with the pupil

If you are so emotionally upset that you leave the pupils in your charge you *must inform* another member of staff *immediately*, to allow for the safe supervision of the pupils.

You should always report the incident to your line manager or supervisor so that you can be supported and the pupil can be sanctioned appropriately and receive guidance on his/her behaviour.

Use of Reasonable Force

All members of staff (and other staff whom the Head has temporarily put in charge of pupils such as volunteers or parents accompanying students on a school organised visit and volunteers with the Head's

permission) are legally entitled to use reasonable force to control or restrain pupils but must not use force as a punishment. This entitlement applies not only whilst on school premises but also whenever the teacher (or other person with the Head's permission) has lawful control or charge of pupils.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In schools, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- To prevent immediate danger/injury to the pupil concerned, any other pupils, staff, or volunteers
- To prevent serious damage to property
- To prevent serious breaches of school discipline
- To prevent a pupil behaving in a way that disrupts a school event or a school trip/visit
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

Safe methods of reasonable force must be used for the *shortest period* of time necessary and with the *minimum amount of force necessary to achieve the desired result*.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, schools should carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments.

In addition to the general power to use reasonable force, Heads and authorised staff can "use such force as is reasonable in the circumstances for exercising that power" in relation to a search for knives or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, fireworks and pornographic images. Guidance on the power to search without consent is included in the Drugs, Alcohol and Tobacco Guidance in the Legal section on the GDST staff intranet.

The use of inappropriate or excessive force may result in disciplinary action or criminal charges.

- Inappropriate use of force is using force as a punishment or when the situation could have been resolved without using force or degrading the pupil;
- Excessive force is using too much force and / or using force for too long a period of time.

There is no legal requirement to have a separate policy on the use of restraint, however it is recommended that where this is not the case the school's behaviour policy addresses the use of force. In either case, the relevant policy should include:

- A statement that corporal punishment is forbidden and examples of what is regarded as corporal punishment
- Acceptable and unacceptable forms of restraint (note that locking pupils in a room for any reason is not acceptable and potentially illegal)
- Clear examples of when restraint may be used
- Acknowledgement of the legal duty to make reasonable adjustments for disabled children
- A recording and reporting protocol for incidents when restraint was required, including guidance on when to report use of force to parents
- Support for staff who have had to use restraint

- Follow up and support for pupils who may have witnessed the incident

The policy should also include sections on the following:

- the objectives of:
 - Maintaining the safety of pupils and staff
 - Preventing serious breaches of school discipline and serious damage to property
- Minimising the need to use force
- Staff authorised to use force
- Deciding whether to use force and should say that staff should only use force when:
 - The potential consequences of not intervening were sufficiently serious to justify considering use of force
 - The chances of achieving the desired result by other means were low; and
 - The risks associated with not using force outweighed those of using force
 - The policy should also emphasise the importance of only using the minimum force necessary to achieve the desired result
- Staff training
- Post-incident support

All incidents involving use of restraint must be reported and recorded in accordance with the school's own internal policies and procedures.

For further information schools should refer to the DfE guidance *Use of Reasonable Force in Schools* 2013.

Corporal Punishment

All staff, including volunteers, must be aware that corporal punishment is illegal and must not be used in GDST schools for any reason, whether or not on school premises. Teachers may use physical intervention to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person or child.

Knives or Weapons

The GDST will not tolerate the carrying or use of any weapons. Staff or volunteers who become aware of a knife, weapon or instrument they suspect may be used to cause harm to any person or to self harm (e.g. blades), must inform their line manager or supervisor immediately.

The line manager/ supervisor must **immediately** assess the situation and consider if there is an immediate risk or danger to any persons in the vicinity. If so contact the police and:

1. consider if the pupil can be approached sensitively and asked to relinquish the weapon/ instrument safely;
2. direct other pupils to a place of safety if necessary, before approaching the pupil concerned.

If the weapon/ instrument is relinquished without further incident, the school pastoral support team will need to consider:

- The pupil's understanding of the situation and intent
- Communication with parents/ guardians
- Disciplinary action or Pastoral Care Plan, including additional professional help depending on the context of the individual case
- Appropriate disposal of any weapon (possibly contact with the police)
- Developing a risk management strategy for the individual pupil concerned, in order to ensure the future safety and well-being of pupils, staff & volunteers at the school.

For further information on search procedures see the Exclusions Policy.

Appendix A1

GDST Record of Safeguarding Concern

This form should only be used when there is a safeguarding or welfare concern regarding a pupil at the school and CPOMS cannot be accessed to report this.

Safeguarding includes protecting children from maltreatment, preventing impairment of their **health or development**, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.

This form should be completed as soon as possible after any specific disclosure **or** cause for concern and sent **immediately to the Designated Safeguarding Lead** with any contemporaneous notes. Completion of the form should **not** delay reporting to the Designated Safeguarding Lead.

Staff/Volunteer name Role.....
Pupil Form.....
Day & date..... Time.....

Disclosure OR Nature of concern

Record full details of conversation or reasons for concern (use continuation sheet if necessary):

- Where possible use the exact words and phrases used by the pupil, do not translate into “proper terms”, and note non-verbal behaviour
- Note any witnesses or others people who are aware of the situation
- Where there is a more general wellbeing concern state all facts giving rise to the concern
- Clearly distinguish between fact, observation, allegation and opinion

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The pupil’s views and wishes

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Did you explain to the pupil that you would need to refer the matter to the Designated Safeguarding Lead, and that you could not promise confidentiality? YES/NO
What was the pupil's response? [Note exact words where possible]

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Action Taken/Follow up

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Signed Time and date

This completed form, together with any other note taken should be passed to the **Designated Safeguarding Lead** or Deputy Designated Safeguarding Lead **immediately**. However if an allegation or complaint is made against the Designated Safeguarding Lead, this information should be passed directly to the Head.

For use by Designated Safeguarding Lead/Head (use continuation sheet if necessary)
Comments/Action taken and follow up (include feedback given, details of any agencies contacted and whether Trust Office has been informed)

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Signature of Designated Safeguarding Lead.....

Signature of Head.....

Appendix A2 - Sources of Support for Staff and Volunteers

[to be completed with local details for staff reference]

Staff or volunteers may feel adversely affected by incidents of abuse they have been exposed to personally or professionally. Trust Office People/HR Department (contact no. 020 7393 6646) and/or the confidential staff Employee Assistance Programme (provided by Legal & General – contact no. 0800 316 9337) will be able to offer advice and help.

The following organisations may also be helpful sources.

Counselling Services

Organisation	Contact Details
Your Local General Practitioner may be able to arrange free counselling through your local GP surgery	
Lists of professionally qualified counsellors and therapists in your area can be obtained from MIND or the British Association for Counselling and Psychotherapy (BACP)	www.mind.org.uk http://www.bacp.co.uk/
Local Citizens Advice Bureau	tel
Education Support Partnership	www.educationsupportpartnership.org.uk free helpline 08000 562 561
The Women's Therapy Centre	http://www.womenstherapycentre.co.uk/ 020 7263 7860
Parentline Plus	www.parentlineplus.org.uk 0808 800 2222
The Samaritans	http://www.samaritans.org/ 08457 90 90 90
The NSPCC Child Protection Helpline: (24-hour free service that will give advice and information)	0808 800 5000 help@nspcc.org.uk
The NSPCC Whistleblowing Helpline	0800 028 0285 help@nspcc.org.uk
The Professionals Online Safety Helpline (POSH)	0844 381 4772 http://www.saferinternet.org.uk/about/helpline
Your Local Social Services Your Out of Hours Social Services	Tel no Tel no
Other school contacts e.g. school counsellor, school nurse	

Appendix A3

Role of the Designated Safeguarding Lead

The **Designated Safeguarding Lead (DSL)** is the senior member of staff designated to take lead responsibility for safeguarding and child protection (including online safety) at the school, and to support all other staff in dealing with any child protection concerns that arise. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

Key aspects of the role include:

- ✓ Making sure that all staff are aware of how to raise safeguarding concerns
- ✓ Ensuring that all staff understand the symptoms of child abuse and neglect
- ✓ Referring any concerns to social care
- ✓ Monitoring children who are the subject of child protection plans
- ✓ Maintaining accurate and secure child protection records
- ✓ Ensuring that all staff adhere to the school's safeguarding policy and procedures
- ✓ Promoting a safe environment

The broad areas of responsibility for the DSL are:

Managing referrals

The DSL is expected to:

- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies
- Act as a point of contact with the three safeguarding partners
- Refer all cases of suspected abuse to the local authority children's social care and:
 - The 'case manager' and designated officer(s) for child protection at the Local Authority concerns (all cases which concern a staff member);
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
- Liaise with the Head to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise for all staff on matters of safety and safeguarding

Training

The DSL should receive appropriate training carried out every two years in order to:

- 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
- 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 school's 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 relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations.
- Understand the importance of information sharing, both within school and college, and with the three safeguarding partners, other agencies, organisations and practitioners
- Understand the unique risks associated with online safety, particularly with reference to vulnerable groups such as pupils with SEND, and be confident that they have the relevant knowledge and up to date capability to keep children safe online
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain 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

In addition to the formal training, the DSL should update her/his knowledge at regular intervals and at least annually, in order to keep up with any developments relevant to their role.

The DSL is also responsible for organising staff safeguarding training, delivering the training where appropriate, and keeping accurate records of all training undertaken.

Raising Awareness

The DSL should ensure that the school's policies are known and used appropriately:

- Ensure that the GDST's Safeguarding and Child Protection Policy and Safeguarding Procedures (as reviewed at least annually by the GDST) are customised with appropriate names and contact details; and that implementation is reviewed regularly. Work with Trust Office to ensure that documentation and procedures are reviewed in an annual audit
- Ensure that the Safeguarding and Child Protection Policy is available publicly on the school's website, and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this

- Ensure that staff are kept informed of changes to the Safeguarding and Child Protection Policy and to the Safeguarding Procedures and to other relevant legislation and guidance, in particular *Keeping Children Safe in Education*
- Link with the local safeguarding partners and Trust Office to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. This could include ensuring staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; and supporting teaching staff to identify the challenges children in this group might face and the additional support that would best help them

The DSL is also responsible for ensuring information relating to safeguarding concerns is sought from any feeder schools and, where children leave the school, ensuring their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, via secure transit, and confirmation of receipt should be obtained.

Preventing radicalisation

In accordance with the *Prevent duty*, the DSL has the following responsibilities:

- Act as the first point of contact and provide advice and support for parents, pupils, teaching and support staff and external agencies in all matters relating to the *Prevent Duty*
- Co-ordinate *Prevent Duty* procedures in the School
- Undergo appropriate training on the *Prevent Duty*, such as the Home Office 'Workshop to Raise Awareness of Prevent' (**WRAP**) training
- Undergo appropriate training on the Channel programme
- Assess the training needs of all school staff in relation to the *Prevent Duty*, and implement and maintain an ongoing training programme for staff including induction training for all newly appointed staff and volunteers; keeping records of such staff training
- Monitor the keeping, confidentiality and storage of records in relation to the *Prevent Duty*
- Liaise with local *Prevent* co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstances relating to the *Prevent Duty*.

Role of the deputy Designated Safeguarding Lead

The **Deputy Designated Safeguarding Lead** is the member of staff designated to deputise for the DSL in child protection matters at the school. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The Deputy DSL's role may encompass two dimensions:

1. Deputise for the DSL in the latter's absence, covering all areas of responsibility described in the DSL Role

2. Lead on child protection responsibilities within a defined section of the school.

The deputy DSL must be trained to the same standard as the DSL.