



SAFEGUARDING POLICY

This policy applies to the whole school including the EYFS

KEY EXTERNAL CONTACT DETAILS

Local Authority Designated Officer	TEL: 01628 683194
Local Authority Children's Services – Multi-Agency Safeguarding Hub (MASH) and Early Help Hub	TEL: 01628 683150 OUT OF HOURS EMERGENCY DUTY TEAM TEL: 01344 786543
Local Safeguarding Children Board	TEL: 01628 683234 EMAIL: jscb@rbwm.gov.uk https://www.wamlscb.org/
Support and Advice about Extremism	Thames Valley Police TEL: 101 EMERGENCY: 999 Department for Education NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk
NSPCC Whistleblowing Advice Line	ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk
Disclosure and Barring Service	ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: dbsdispatch@dbs.gsi.gov.uk
Teaching Regulation Agency (TRA)	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk

KEY SCHOOL CONTACT DETAILS

<p>Governors</p>	<p>Chair of Governors Kate Taylor TEL: 07836748094 TEL: 01628 780908 EMAIL: chair.gov@stpirans.co.uk</p> <p>Nominated Safeguarding Governor Elaine Marriner TEL: 07583268383 TEL: 01628 785164 EMAIL: emarriner.gov@stpirans.co.uk</p>
<p>Designated Safeguarding Lead (DSL) and Deputy Designed Safeguarding Leads (DDSLs)</p>	<p>DSL Amy Edmundson TEL: 07887845864 TEL: 01628 594338 EMAIL: a.edmundson@stpirans.co.uk</p> <p>Deputy DSL Beverly Jones TEL: 01628 594314 EMAIL: Deputyhead@stpirans.co.uk</p> <p>Deputy DSL Lynne Highy / Sarah George TEL: 01628 594311 EMAIL: Matron@stpirans.co.uk</p>
<p>Designated Teacher for Looked After Children</p>	<p>Headmaster Jonathan Carroll TEL: 07747025284 TEL: 01628 594305 EMAIL: Headmaster@stpirans.co.uk</p>
<p>Headmaster</p>	<p>Jonathan Carroll TEL: 07747025284 TEL: 01628 594305 EMAIL: Headmaster@stpirans.co.uk</p>

Introduction

This policy is reviewed and updated annually (as a minimum) at the Full Board of Governors' Meeting in November and is publically available on the School website or from the Bursary. A full record of the annual review is kept alongside the minutes of the Board meeting.

St Piran's School ensures that arrangements are made to safeguard and promote the welfare of all pupils at the School and such arrangements have regard to the following guidance and advice from the Department of Education:

- Keeping Children Safe in Education (KCSIE) (September 2018)
- Children Missing in Education (September 2016)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
- Multi-Agency Guidance on FGM (April 2016)
- Working Together to Safeguard Children (July 2018)
- The Prevent Duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- Disqualification under the Childcare Act 2006 (August 2018)
- Sexual Violence and sexual harassment between children in school and colleges (May 2018)
- Independent School Standards Regulations (ISSRs) 2014

The School also takes into account the procedures and practice of the Royal Borough of Windsor and Maidenhead (RBWM) as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board. Staff are made aware of the RBWM Child Protection Procedures and have a copy of the guidelines and contact numbers in their Staff Handbook.

CONCERNS ABOUT A CHILD

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Staff working with children are encouraged to maintain an attitude of 'it could happen here' where safeguarding is concerned and, when concerned about the welfare of a child, should always act in the best interests of the child.

The School has arrangements for listening to children and providing early help. Details of these arrangements and provisions are stated in the procedures for dealing with concerns about a child section later in this policy, which includes identifying children who may benefit from early help.

Definitions of Safeguarding and promoting the welfare of children

Safeguarding and promoting the welfare of children is defined as:

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

Types and Signs of Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly on-line, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse;
- emotional abuse;
- sexual abuse and/or
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff have any concerns about a child's welfare they should act on them immediately. Where staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

All staff should:

- listen carefully;
- avoid asking leading questions;
- reassure the individual that the allegation/complaint will be taken seriously;
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken;
- Inform the DSL at the earliest opportunity.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it.

Where the allegation relates to harmful sexual behaviours, the disclosure should be managed with two members of staff present (preferably one of them being the DSL or one of their deputies).

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The School manages this by recognising that children often tell other people, rather than staff and adults, about abuse. School Prefects are made aware of how to respond if they are told of abuse or suspected abuse.

Specific advice and support includes:

- All children are given a leaflet outlining the St Piran's Expectations with regard to behaviour. Children also know what to do and who they can talk to if they have a problem;
- All pupils are made aware of, and guided through, the School's Anti-Bullying Policy;
- Where there is possible abuse by one or more pupils against another pupil, referral may be made to an external safeguarding agency using the form at Appendix 2 to this policy;
- PSHCE is used to help cover these issues.

The School operates its processes with the best interests of the pupil at their heart and aims to provide an environment in which children feel secure, their viewpoints are valued, where they are encouraged to talk and are listened to.

It is recognised that safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside the School. All staff, but especially the DSL and DDSLs should consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Early Help

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited; or
- Is a privately fostered child.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the RBWM Safeguarding Children Board referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

What staff should do if they have concerns about a child

If staff (including governors, agency staff, contractors and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to children's social care. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a child is in danger or at risk of harm

If staff (including governors, agency staff, contractors and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. **Anyone can make a referral.** Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the Police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Board is RBWM (8.45am to 5.15pm Monday to Thursday, 8.45am to 4.45pm Friday) Tel: **01628 683234**. Out of Hours team (5.00pm to 9.00am and weekends) **01344 786543**. A full copy of their local procedures can be found <https://www.wamlscb.org> or in the Staff Handbook.

In addition, staff need to be aware of how they interact with pupils when engaged in close one to one teaching. The current climate of suspicion with regard to child abuse poses dilemmas for caring adults. This is particularly true in schools like St Piran's, where pride is taken in fostering a family atmosphere. In order to protect children from abuse, and staff from suspicions of abuse, the natural inclination to comfort and reassure children through physical contact has to be restrained by a considered assessment of the situation. The Staff Behaviour Policy and Intimate Care Policy give clear guidance.

This does not mean that physical contact is never permissible but there must be limits, and contact outside these limits must be justified if necessary. Limits will vary according to the age of the child and the role of the member of staff.

The following guidance is offered as a starting point for further development through staff training:

- Try as far as possible to avoid being alone in a room with a child;
- Where the youngest children in Nursery are changing, attention must be paid to the guidance in the Staff Behaviour Policy and in the school's Intimate Care Policy;
- Where one to one teaching/counselling needs to occur in a room without a glass panel door, try to leave the door open or arrange to be within earshot or vision of others;
- Excursions out of the school, especially residential excursions should have a sufficient number of adults of both genders to provide proper supervision;
- Restraint should only be used where necessary to prevent children at imminent risk of harming themselves or others or inflicting damage to property. Colleagues should be summoned where possible to be present to witness or assist (see the Policy on the Use of Force to Control or Restrain pupils);
- Share any concerns with the Head, Deputy Head or Matron, if you suspect that a child is becoming inappropriately attached to you or to another member of staff or voluntary helper.

What staff should do if a child is seen as at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they should contact the MASH directly and inform the DSL. Advice and support can also be sought from children's social care. The Headmaster, DSL and DDSs and the governors responsible for safeguarding review the risks of radicalisation to ensure

the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of Female Genital Mutilation ('FGM')

If staff have a concern that a pupil may be at risk of FGM they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the Police and children's social care. If in any doubt, staff should speak to the DSL.

There is a **statutory duty** on teachers to report personally to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy.

Staff are referred to Appendix 1 of this policy for further information and guidance regarding so called "honour based" violence.

What staff should do if a child goes missing from education

A child missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing from education can be found in the Staff Handbook and the Missing Child Policy. Where possible, the School will endeavour to hold more than one emergency contact number for all children.

The School will report to RBWM Children's Services a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

Further detail can also be found at Appendix 1 of this policy.

What staff should do if they have concerns about another staff member

If staff have concerns about another staff member they should refer the matter to the Headmaster. Where there are concerns about the Headmaster, they should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Headmaster, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the Local Authority Designated Officer (TEL: 01628 683194).

What staff should do if they have concerns about safeguarding practices in the school

Where staff (including volunteers) have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's Whistleblowing Policy which can be found on the Staff Live Drive/Policies and Procedures. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting (also known as youth produced sexual imagery), sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment.

Abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours be dismissed as the same or “just having a laugh” or “boys being boys”. The School recognises that it is more likely that girls will be the victims and boys the perpetrators of peer on peer abuse, but is alive to the fact that this will not always be the case; all peer on peer abuse is unacceptable and will be taken seriously.

The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children.

The School has an Anti-Bullying Policy and deploys staff to supervise children during breaks and any periods of free time to minimise the risk of peer-on-peer abuse.

Where an issue of pupil behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures below rather than the School’s Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the LCSB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LCSB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the LCSB and/ or the Police as appropriate.

The Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will also be passed to the Police. If the DSL decides to make a referral to children’s social care and/or a report to the Police against a victim’s wishes, the reasons should be explained to the pupil and appropriate specialist support offered.

The DSL is to be informed of any incidents involving sexting. While pupils are not permitted to bring mobile phones into school, all incidents of sexting or youth produced sexual imagery must be referred to the DSL who will follow the guidance produced by the UK Council for Child Internet Safety (UKCCIS). The DSL will meet with any pupils involved. The DSL will not view images unless it is unavoidable and may discuss any incident with the parents of the children involved. Once the DSL has sufficient information, a decision will be made to either deal with the matter in school, refer it to the Police or to social care.

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the Deputy Head (Pastoral), Ms B Jones, the DSL, DDSLs or other appropriately trained members of staff and support from external agencies will be sought, as appropriate. When there has been a report of sexual violence, the DSL should report the allegations to the Police. The DSL will also make an immediate risk and needs assessment on a case by case basis.

The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the School.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

The DSL should consult with the Police and agree on what information can be disclosed to staff and in particular the alleged perpetrator and parents or carers.

ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS AND VOLUNTEERS)

The School's procedure for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and LCSB arrangements and applies when staff (including volunteers) have (or are alleged to have):

- behaved in a way that has harmed a pupil, or may have harmed a pupil;
- possibly committed a criminal offence against or related to a pupil; or
- behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should also be referred to the Police.

All allegations should be investigated as a priority to avoid any delay and in accordance with the timescales set out in KCSIE (paragraphs 218 – 219).

- All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Headmaster or (where the Headmaster is the subject of an allegation) the Chair of Governors, who should discuss the allegation immediately with the LADO to consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
- Where the Headmaster is the subject of the allegation or concern, they must not be informed of the allegation prior to contact with the Chair of Governors and the LADO.
- The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
- The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the LADO and KCSIE (paragraphs 223-229) when making a decision about suspension. Where the individual is

suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.

- The case manager will ensure that parents or carers of the child or children involved are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police. Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against a teacher whilst investigations are ongoing as set out in section 141F of the Education Act 2002.
- The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal, or resignation prior to dismissal, of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency as a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
- On conclusion of the case, the case manager should review the circumstances of the case with the LADO to determine whether there are any lessons to be learned and/or improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

Schools and colleges have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in personnel records and will not be included in employer references.

If an allegation is shown to be deliberately invented or malicious, the Headmaster will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

St Piran's School is a registered charity and in all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

STAFF BEHAVIOUR POLICY

The School's Staff Behaviour Policy can be found on the Staff Live Drive. The aim of the policy is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil. In addition, the policies for Acceptable Use of IT, Whistleblowing, Use of Mobile Phones and Recording Devices and Taking, Using and Storing of Imagery are also available on the Staff Live Drive or from the Bursary.

SAFER RECRUITMENT

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as is practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

The School is required to comply with ISSRs and full details of the School's safer recruitment procedures for checking the suitability of staff, governors, contractors and volunteers to work with children and young people is set out in the School's Recruitment, Selection and Disclosure Policy which is available on the Staff Live Drive, School Website or from the Bursary.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out in the School's Visiting Speaker Policy.

In addition, the School will refer staff who are suspended or re-deployed because of concerns that they pose a risk of harm to the Disclosure and Barring Service.

MANAGEMENT OF SAFEGUARDING

The School's DSL is the Head of Early Years who is also member of the leadership team. The Deputy Head and both Matrons are the DDSLs and the people to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times. The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy. The DSL is contactable outside of school hours if required. The Headmaster is also trained to the same level as the DSL/DSLs.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School and for any out of hours or out of term activities for St Piran's pupils. The DSL's responsibility is to maintain an overview of safeguarding within the School, to be the primary point of contact with local safeguarding partners and local statutory agencies, to support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the governors and Headmaster to review and update the School's Safeguarding Policy annually or more frequently where circumstances dictate.

Where a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services. The DSL or Deputy DSLs will always be available to discuss safeguarding concerns. During term time, the DSL and/ or DDSLs will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. The Safeguarding Team (DSL, DDSLs and Headmaster) meet half termly to review the Child Protection register and more regularly if a referral has been made by a member of staff. The designated Safeguarding Governor attends one of the termly meetings, although safeguarding duties remain the responsibility of the Board as a whole. The contact details for the governor with safeguarding responsibility can be found in the Key Contacts table.

Full details of the DSL's role can be found at Annex B to KCSIE 2018. Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

INFORMATION SHARING

Information sharing is vital in identifying and tackling all forms of abuse and neglect and the School recognises the importance of sharing information between practitioners and local agencies and will work with all agencies to meet the needs of the child. Information will be shared at the earliest opportunity to identify, assess and respond to concerns about the safety and welfare of pupils.

The Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep information safe and secure. **However**, data protection law **does not** prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The Data Protection Act 2018 allows the School to share information without consent, if it is not possible to gain consent it cannot be expected for the School to gain consent or if to gain consent would place a child at risk.

TRAINING OF STAFF

Training of staff, volunteers and Governors is in line with LCSB advice and will ensure that all stakeholders receive training and updates at least annually.

All Staff

All new staff will be provided with induction training that includes:

- the Safeguarding Policy;
- the role and identity of the DSL and the DDSLs;
- the Staff Behaviour Policy including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media; Behaviour, Rewards and Sanctions Policy
- the safeguarding response to children who go missing from education;
- Data Protection;
- a copy of Part one and Annex A of *KCSIE*;
- School leaders and staff who work directly with children will also be required to read Annex A of *KCSIE (and Part 5 of KCSIE)*; and
- Online Safety Training.

Copies of the above documents are provided to all staff during induction and the School provides additional on-line and refresher training through its annual training licence with EduCare which includes On Line Safety, Sexual Violence, Sexual Harassment, Safeguarding, FGM and Peer on Peer Abuse training.

Temporary staff and volunteers are provided with appropriate induction training and copies of policies or documentation including the Staff Handbook.

All staff are also required to:

- Read Part one of *KCSIE* and confirm that they have done so. Each time Part one of *KCSIE* is updated by the Department for Education, staff will be updated on the changes via the DSL at staff INSETs or bespoke update training as appropriate;
- Understand key information contained in Part one of *KCSIE*. The School will ensure staff understanding by the completion induction training for new staff and an annual check of understanding for all staff through the School's on-line learning platform (EduCare);
- Receive training in safeguarding and child protection regularly, in line with advice from the LCSB. Training will include online safety and harmful sexual behaviours to ensure a calm and considered response to any reports. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help;
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, emails, e-bulletins and staff meetings.

In addition, where there are issues pertinent to St Piran's School, training will ensure stakeholders are well informed on such specific matters.

DSLs

The DSL and DDSLs will be trained to a higher level (Level 3) to provide them with the knowledge and skills required to carry out the role; this is updated every 2 years. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children and training in the LSCB's approach to *Prevent* duties and harmful sexual behaviours. In addition, the DSL and DDSLs have termly meetings with the LCSB. Further details of the role and required training content for the DSL and DDSLs are set out in Annex B to *KCSIE*.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

There is a governor designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. The role and responsibilities of the Safeguarding Governor are set out in Appendix 3 to this policy.

A review of the School's Safeguarding Policy takes place at least annually at the meeting of the Full Board of Governors in the Christmas Term, including an update and review of the effectiveness of procedures and their implementation. The School draws on the expertise of staff, including the DSL/DDSLS, in shaping the School's safeguarding arrangements and policies.

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

THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching children how to keep safe

The governing body ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHCE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the School's ICT curriculum and is also embedded in PSHCE and sex and relationships education (SRE).

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. These include web-filtering and a firewall from the leading educational provider as well as anti-virus and malware systems. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. These systems also highlight any attempts at inappropriate on-line activity to the IT staff.

Further detail of the School's approach to online safety can be found in the School's Acceptable Use of IT Policy, Safe Use of the Internet Policy and policies on the use of mobile technology in school. The School does not allow children to bring in mobile technology except in exceptional circumstances and only under the supervision of teaching staff and the School's IT and supervision arrangements ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

Looked after children

The governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority. The Headmaster, Jonathan Carroll, is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

Arrangements for visiting speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable; these are set out in the Visiting Speaker Policy. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a school employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a

photograph such as a passport or photo card driving licence. The School, through the Headmaster's PA, also keeps a formal register of visiting speakers retained in line with its Data Protection Policy.

Original policy dated: 18th November 2005 and reviewed annually thereafter.

Signed: 

Date: 13 December 2018

Mrs Elaine Marriner – Safeguarding Governor

APPENDIX 1 –SIGNS AND TYPES OF ABUSE

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Safeguarding issues can also manifest themselves via peer-on-peer abuse, which may include but not be limited to bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a

child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child sexual exploitation: is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education¹⁵⁰.

Child Criminal Exploitation – county lines: criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, namely drug networks, or gangs that groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes and a referral to the National Referral Mechanism ([NRM](#)). Further information is in Annex A of KCSIE.

So called ‘honour based’ violence: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM)], forced marriage, and practices such as breast ironing.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found in Paragraph B 1.2 of the Multi-agency Statutory Guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to report to the Police cases where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the

DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence), teachers should follow the School's local safeguarding procedures.

Forced marriage: Forcing a person into a 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 and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi Agency guidelines](#) pages 35-36 of which focus on the role of schools and colleges. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fco.gov.uk.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation, and protecting children from this risk is part of St Piran's safeguarding approach.

Extremism: is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

Special educational needs and/or disabilities: Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers¹⁶².

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, gay, bi or trans (LGBT): Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Domestic abuse: The cross-government definition of domestic violence and abuse is:

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.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic-abuse](#)

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

[Safelives: young people and domestic abuse](#)

Homelessness: Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and DDSLs) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. Further information can be found on Page 80 of KCSIE.

Children missing from education: All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are to make themselves aware of the Missing Child Policy on the Staff Live Drive.

The School will inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- fulfil its duty to identify children of compulsory school age who are missing from education; and
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority and the local authority where the child is normally resident) of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and further information is available on Page 77 of KCSIE.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Concern (continued)

Appendix 3 – Role of the Safeguarding Governor

The Education (Independent School Standards) Regulations 2014 and KCSIE 2018 apply a duty on governors to ensure that arrangements are made to safeguard and promote the welfare of children. While the whole Board of governors recognise this responsibility, they have appointed a Safeguarding Lead to take leadership responsibility for the School's safeguarding arrangements.

The main role of the Safeguarding Governor on behalf of the Governing Body (which retains overall responsibility) is to act as the School's senior board level lead to take leadership responsibility for the School's safeguarding arrangements, which he / she will do by discharging the following functions:

- Champion the promotion of well-being, safeguarding and child protection issues at the highest level within the School.
- Ensure that the School is a safe and trusted environment with a culture of safety, equality and protection.
- Ensure that pupils and others who come into contact with the School are protected from harm.
- Encourage other members of the Governing Body to develop their understanding of the Governing Body's responsibilities with regard to well-being, safeguarding and child protection and support them in the performance of these duties.
- Ensure that the Governing Body puts in place a suitable child protection and safeguarding policy (CPS Policy) and associated procedures, including whistleblowing, which have proper regard to prevailing regulations, guidance, standards and advice.
- Be familiar with guidance and procedures relating to safeguarding and child protection and associated issues issued by the Local Safeguarding Children Board/local safeguarding partners (LSCB) including local protocols for assessment and the LSCB's threshold document, contributing to multi-agency working.
- Contribute to ensuring any deficiencies in the School's safeguarding practices brought to Governors' attention from any source are investigated and addressed.
- Meet regularly with the School's Designated Safeguarding Lead (DSL) in order to monitor the effectiveness of the School's CPS Policy and procedures and the implementation of these across the School. It is recommended that this is at least a termly meeting.
- Ensure that the Governing Body receives a report on the implementation of the School's CPS Policy and procedures to support the full Governing Body's review of safeguarding in the School at least annually (or earlier if needed in response to changes to the law, policy or statutory guidance or as appropriate in response to specific incidents) in accordance with all statutory guidance and guidelines adopted by the Governing Body.
- Ensure that the Governing Body is made aware of any proven incident or allegation (anonymised where appropriate) which has implications for the School's CPS Policy or procedures.
- Ensure that the School reports to the Charity Commission under the prevailing serious incident reporting framework:
 - Instances, suspicions or allegations of abuse, or mistreatment of pupils or other beneficiaries under the Schools care or by someone connected with the School, for example a Governor, staff member or volunteer.
 - An incident or allegation of abuse of anyone and this is connected with the activities of the School.
 - Breaches of procedures or policies at the School which has put individuals at risk, including failures to carry out checks on individuals.

- In accordance with the Charity Commission's December 2017 regulatory alert, serious incidents relating to safeguarding which have not previously been disclosed.
- Ensure that the DSL is part of the School's senior leadership team, and has sufficient time and resources at his / her disposal to carry out his / her duties effectively.
- Ensure that the DSL (and Deputy DSL, if appointed) receive appropriate training to provide them with the knowledge and skills required to carry out the role at least every two years, and that their knowledge and skills are appropriately refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.
- Ensure that arrangements are in place for the inclusion of child protection training on the School's procedures in an induction programme for all people working in the School, no matter for how long, no matter the status of that individual.
- Ensure that the School makes opportunities available to staff to feed into and shape the School's approach to safeguarding and safeguarding policies.
- Ensure safer recruitment procedures are in place and implemented with appropriate checks undertaken on all new staff, Governors, volunteers and others working at the School.
- Review the School's Single Central Register on at least a termly basis, after undertaking sufficient training to be able to interrogate the register and identify potential deficiencies. It is recommended that at least one review per year is on an unannounced basis.
- Consider, with the Head and DSL, any child protection concerns arising out of staff appraisals or exit interviews.
- Be aware of how safeguarding and child protection issues, including guidance on adjusting behaviours to reduce risks, the safer use of electronic devices, social media and the internet and advice on who to turn to for help, are properly addressed through the curriculum and schemes of work.
- Ensure that appropriate IT filters and monitoring systems are in place to prevent children from accessing harmful or inappropriate material.
- Ensure that staff have the necessary knowledge and understanding to keep looked after/previously looked after children safe, with identified staff tasked to promote their educational achievement.
- Ensure that the Governing Body carries out regular risk assessments of factors particular to the School which have a bearing on the profile of particular well-being and safeguarding issues, such as (without limitation) harmful sexual behaviours, historical concerns, looked after children, mental health, body image, self-harm, children missing education, radicalisation, pupils performing a caring role at home, children with special educational needs or learning difficulties, those for whom English is an additional language, child sexual exploitation, female genital mutilation and cyberbullying.
- Both provide to, and seek from, the local authority and other relevant agencies information about how the Governing Body's duties in respect of safeguarding and child protection have been discharged, where appropriate or requested.

The identity of and contact details for the Nominated Safeguarding Governor, together with an outline of his / her duties, will be publicised widely within the School community to ensure that pupils, parents, staff and Governors understand the purpose and importance of the role.

To the extent that the role and duties of the Nominated Safeguarding Governor conflict with those assumed by others within the School, including the Chair of Governors, the Governing Body will take all necessary action to resolve those conflicts so as to achieve clarity about respective roles and duties. This

may include amendments to the CPS Policy, the School's constitutional documents and / or other governance arrangements applicable to the School.

Each of the Nominated Safeguarding Governor and the Chair of the Governing Body will undertake appropriate training in accordance with the LSCB's recommendations to fulfil their respective role and duties. In particular, the School will ensure that the Nominated Safeguarding Governor has the required knowledge, skills and expertise or is sufficiently qualified and experienced to take leadership responsibility for the School's safeguarding arrangements.