Perrott Hill
Safeguarding & Child Protection Policy

Safeguarding Statement

Perrott Hill is committed to pursuing the highest standards of safeguarding and promoting the welfare of children. Staff and volunteers are expected to uphold and contribute to this commitment. A Safeguarding Policy and procedures are in place, with which all staff and volunteers are familiar and which is promoted throughout the community.

This policy uses the terms Designated Safeguard Lead (DSL) and Assistant Safeguard Lead (ASL) to be in line with current terminology.

THE ATTENTION OF PARENTS IS DIRECTED PARTICULARLY TO 1.5

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Perrott Hill
Safeguarding & Child Protection Policy

Perrott Hill's Approach to Safeguarding

1.1 INTRODUCTION

This policy is written with the inclusion of the Early Years Foundation Stage and boarding.

The policy is made available to parents via the School website and on request.

The aim of this policy is to safeguard and promote our pupils' welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance. It provides detail of what is expected of staff relating to specific duties they have in relation to children in need and children suffering, or likely to suffer, significant harm, regardless of where they are or who takes any further action.

Perrott Hill fully recognises its responsibility with regards the *Children Act (1989)*, the *Children Act (2004)*, the *Working Together to Safeguard Children (2015) (WTTSC)* as well as *Keeping Children Safe in Education (September 2016) (KCSIE)*. The School understands the contribution that this guidance and legislation make to protecting children and supporting pupils in school; it adheres to them and liaises closely with Somerset Safeguarding Children's Board (SSCB) in order to provide a rigorous system which safeguards all children. This policy is in line with SSCB approved inter-agency procedure and the School takes account of all guidance issued by the DfE, the National Minimum Standards for Boarding and the Independent Schools Standards.

All staff and volunteers involved with children (teaching and non-teaching) have a responsibility to be mindful of issues related to children's safety and welfare; they also have a duty to report all cases of actual or suspected abuse to the Designated Safeguarding Lead (DSL), Will Silk, or in his absence the Assistant Safeguarding Lead (ASL), Nick Hodgin.

The DSL or ASL is always contactable during term time and holidays. Staff are aware that, no matter what the concern, the DSL and/or ASL will always make themselves available in person or via their mobile phones. During term time one of either the DSL or ASL will almost always be on the school premises: on the rare occasions that both are absent from school, they will ensure that one or other of them is able to be contacted via their mobiles. Other SSCB Safeguard trained members of staff would deputise with direct contact with the DSL or ASL should the need arise.

In all cases of suspected or actual abuse Perrott Hill School (PHS) follows The South West Child Protection Procedures – these are online procedures, which are regularly

updated and key staff have links to this website on their desktop for instant access. www.swcpp.org.uk

This policy sets out how the School's governing body discharges its statutory duties in promoting the welfare of children who are pupils at the School.

There are six key elements to our Safeguarding & Child Protection Policy:

- Establishing a positive, supportive, secure environment in which children can learn and develop and which promotes, in all pupils, a sense of being valued.
- Ensuring we practise safer recruitment in checking the suitability of all staff who work at Perrott Hill School. (See Safer Recruitment policy)
- Raising awareness of safeguarding issues and equipping children with the skills needed to keep themselves safe through the content of the curriculum.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting a pupil who has been abused in accordance with his/her agreed child protection plan.
- Ensuring mechanisms are in place in order to assist staff to understand and discharge their roles and responsibilities as set out in part 1 of KCSiE (2016)

This policy applies to all staff and volunteers working in the School, including governors. Concerned parents may also contact the School or the nominated governor for safeguarding, Mrs Kathryn Latham. Her details can be found below.

This policy should be read in conjunction with other related policies:

1. Recruitment policy
2. Pupil Behaviour and Exclusion policy
3. Counter-Bullying policy
4. Health and Safety policy and the Staff Handbook
5. Missing Child policy
6. Mobile Phones policy
7. Taking, Storing and Using Images policy
8. Data protection policy
9. Supervision policy
10. Whistleblowing policy
11. Opportunities for children to contact agencies and individuals who are not employed at school policy
12. E-Safety Policy
13. Staff Code (including the Code of Conduct)

1.2 PERROTT HILL SAFEGUARDING LEADS and CONTACT DETAILS.

Designated Safeguarding Lead (DSL):
Mr Will Silk (Joint Acting Headmaster)
Email: wsilk@perrotthill.com
Telephone: 01460 72051
Mobile: 07905 093068

Assistant Safeguarding Lead (ASL):
Mr Nick Hodgin
Email: nhodgin@perrotthill.com
Telephone: 07909 996372

Early Years Safeguarding Lead:
Ms Caroline Williams
Email: cmaggs@perrotthill.com
Telephone: 07973 771963

Governor for safeguarding:
Dr Kathryn Latham
Email: iankathryn.latham@virgin.net
Telephone: 07573 774378

Chair of Governors
Sir John Bradbury
Email: thebradburys@hotmail.com
Telephone: 07810 151512

1.3 IMPORTANT NUMBERS/INFORMATION.

Members of staff would use the procedures within this policy and report concerns via the DSL or/and ASL who would then use the following numbers to seek advice or to make a referral. However, in an emergency, or if there is a genuine concern that appropriate action has not been taken within the School, they (and parents) can contact any of the numbers below directly:

Somerset Safeguarding Children's Board:
The Local Authority Designated Officer (LADO) can be contacted via Somerset Direct: 0300 123 2224

Somerset Direct:
Advice and services for education and children's social care 0300 123 2224.
childrens@somerset.gov.uk

Children's Safeguarding Leads Consultation Line:
Advice and guidance service for DSLs open Monday to Friday 9am to 4pm
0300 123 3078

Emergency Duty Team, Somerset Children's Social Care
For out-of-hours contact: evenings, weekends, Bank Holidays etc. 0300 123 2327

Early Help Advice Hub
Advice and guidance service for the Effective Support for Children and Families.
01823 355803

Disclosure and Barring Service (DBS):
DBS customer services
customerservices@dbs.gsi.gov.uk
Telephone: 0300 0200 190
DBS confidential checking service
sensitive@dbs.gsi.gov.uk
Telephone: 0151 676 1452
DBS barring referrals helpline
Telephone: 01325 953795

The National College for Teaching and Leadership (NCTL):
https://www.gov.uk/guidance/teacher-misconduct-referring-a-case

NSPCC
Help and advice line**:** 0808 800 5000
Whistleblowing advice line: 0800 028 0285

Regional Police 'Prevent' Team (with reference to concerns on extremist ideas and/or behaviour)
Phone: 01179 455 536 / 01179455 539
Email: channelsw@avonandsomerset.pnn.police.uk

1.4 PERROTT HILL'S SAFEGUARDING / CHILD PROTECTION POLICY

Perrott Hill School fully recognises its responsibilities for safeguarding/child protection. Whilst we strive to minimise risk, we are fully aware that safeguarding and child protection risks cannot be entirely eliminated and staff are trained to work with the mindset of 'It could happen here'.

Our policy applies to all staff, governors and volunteers working for and on behalf of the School and is available to parents on request and on the School's website.

We recognise that because of their day-to-day contact with children, staff are well placed to observe the outward signs of abuse. Perrott Hill School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the School who they can approach if they are worried or are in difficulty (represented in the Circle of Care, updated August 2017).

- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

We have a Designated Safeguarding Lead and an Assistant Safeguarding Lead who have received appropriate training and support for these roles. Their training in child protection and inter-agency working is updated every two years through SSCB. This training is supplemented through regular attendance at Somerset's Independent Schools Safeguarding meetings, ISI updates, other courses and regular contact with external agencies.

We have a nominated governor responsible for safeguarding. The Governing Body undertakes an annual review of this policy and the efficiency with which the related duties have been discharged. This is completed through the Somerset Governors Safeguarding Audit.

Safer recruitment practices are always followed for all staff and volunteers who have a role in the School and in line with the definition of 'regulated activity', including enhanced Disclosure and Barring Service checks where appropriate. The following people have completed the NSPCC Safer Recruitment training and will update this training every 5 years to be in line with the Local SSCB guidance:

- Will Silk (Joint Acting Headmaster)
- Neil Mapletoft (Bursar)
- Louise Thompson (Head's PA)
- Bryan Kane (Joint Acting Headmaster)

(See also the Safer Recruitment policy.)

- Every member of staff (including temporary staff, supply staff and volunteers) and the governing body knows that Will Silk is the Designated Safeguarding Lead, what his role is regarding safeguarding, how to contact him and who to go to in his absence. (See Annex B included in Appendix 2)
- Through regular staff training we will foster a culture of mutual respect between pupils and members of staff, with adults modelling good practice in this context. SSCB Basic Awareness Cascade Training in child protection is provided every three years for all staff as a minimum requirement. This training is supplemented by annual safeguard briefings, safeguarding updates via email and discussion during staff meetings at InSET.
- New staff are always given a safeguarding & child protection induction before they start their role at the School and will then receive SSCB Basic Awareness Cascade Training in child protection within the first term of their employment. Where possible the training and induction occur at the start of term, prior to the person starting the position.

- Before working with children, all full time, part-time, peripatetic, activity staff and volunteers are made aware of the arrangements for child protection and are given a copy of the School's Safeguarding & Child Protection Policy, including the Staff Code (including the Code of Conduct), a PHS safeguarding briefing sheet, a PHS safeguarding wallet card, a copy of *Keeping Children Safe in Education (2016), Part 1: Safeguarding information for all staff –inc. Annex A and B* and a copy of *What to do if you're worried a child is being abused - Advice for practitioners (2015)*
- PHS develops effective links with relevant agencies and co-operates as required with their enquiries regarding safeguarding matters including attendance at case conferences.
- PHS keeps written, dated and signed records of concerns about children, even where there is no need to refer the matter immediately.
- PHS ensures all safeguarding records are regularly reviewed, kept secure and separate from the main pupil file, in locked locations accessible only to specified staff.
- PHS follows strict procedures where an allegation is made against a member of staff. It ensures that there are robust procedures to deal with allegations not only against members of staff, but against anyone who has contact with pupils including volunteers, the Headmaster and Governors. In the case of an allegation against the Headmaster, the Chair of Governors should be informed.
- Clear records of investigations and outcomes of allegations are held on staff files.
- The School will notify the DfE and/or any other designated authority (e.g. the DBS) within one month when the services of a person are discontinued because they were considered unsuitable to work with children.
- Risk assessments are carried out on all activities organised by the School that take place off the school site. This includes ensuring that the off-site providers have undertaken appropriate DBS checks for their staff who will have contact with pupils from the School of a sort that would constitute regulated activity.
- PHS ensures that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.

The *Children Act (1989)*, the *2004 (updating) Children Act* and *Keeping Children Safe in Education (2016)* confirm that the "welfare of the child is paramount". This means that considerations of confidentiality which might apply to other situations should not be allowed to override the right of children to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated. (See DfE guidance *Keeping Children Safe in Education (2016).*)

PHS recognises that children who suffer any form of abuse may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The School may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging or their manner may be withdrawn. (See DfE guidance *Behaviour and Discipline in Schools (2016*). In such cases, we will liaise with other agencies that support the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, Education Attendance Service and Educational Psychology Service. We will also ensure that, should a pupil over whom there have been specific Child Protection concerns move schools, the Child Protection information is securely transferred to the new school as soon as is possible, a signed acknowledgement is received and that, where applicable, the child's social worker is informed.

Any serious bullying concerns (where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm) will be referred by the Pastoral Deputy Head to the Designated Safeguarding Lead and appropriate action will be taken. It is expected that staff are fully aware of the Counter-bullying Policy which is to be read in conjunction with this policy.

SAFEGUARDING IN A BOARDING SCHOOL

As a boarding school, we ensure that we have robust procedures in place to meet any additional requirements to the above standards and any other legislation pertinent to boarding.

We will review the National Minimum Standards annually (or more frequently as required) and use them in conjunction with other key policies as recommended by the Boarding Schools Association.

All residential staff sign a written 'agreement to occupy accommodation'.

All boarding children are given a Boarders' Handbook prior to arrival and their parents surveyed so that their individual needs may be met.

The School ensures boarding staff are aware of safeguarding issues associated with living on site and these are a point of discussion in induction into the boarding team.

There is a nominated governor, John Lever, responsible for boarding and ensuring that the highest possible standard of care is given to boarders at the School.

As in any area of the School, any safeguarding concerns are to be referred directly to the DSL or ASL, who are contactable 24 hours a day as required.

If an allegation is made against a residential member of staff, the School will ensure that person will be moved into accommodation separate from the School site.

The phone number for the Emergency Duty Team, Somerset Children's Social Care, for out-of-hours contact at evenings and weekends is 0300 123 2327.

SAFEGUARDING IN EYFS

The safeguarding and welfare requirements met by Perrott Hill School, set by the Statutory Framework for EYFS, are designed to create a welcoming, safe and stimulating environment, where children are able to enjoy learning and grow in confidence.

- Staff in the Early Years are trained to understand the Safeguarding & Child Protection Policy and procedures and have up-to-date information regarding safeguarding issues. This training is provided by the Assistant Safeguarding Lead via bulletins, Inset sessions and feedback.
- Staff in the Early Years have appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities.
- Staff in the Early Years are given induction training to help them understand their role and responsibilities including; emergency evacuation procedures, safeguarding, the Equality Policy and health and safety training and policy.
- Safe working practices are followed at all times. Please see the Health and Safety Policy for details.
- Supervision by their induction mentors provides staff with the opportunity to discuss any issues, particularly those concerning children's development or well-being, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness.
- Regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff.
- All Early Years staff hold up-to-date Paediatric First Aid Certificates.
- All Early Years staff hold a Food Hygiene Certificate, Health and Safety Awareness at Work training and Fire Awareness training.

Staff: Child Ratios

Staffing arrangements meet the needs of the children in our care and ensure their safety.

- In Nursery class there is one member of staff for every 8 children.

- In Reception class there is one member of staff for every 30 children if the teacher has Qualified teacher status (QTS) if not there is one staff member for every 8 children. (the size of Reception class is however, limited to no more than 18).

1.5 STATEMENT ON PARENTS / FAMILY ADULTS USING CAMERAS & RECORDING DEVICES

Parents are permitted to use mobile phones or other devices to take photographs or recordings on the School site, or at School events off site, but on the clear expectation that the safeguarding points below are adhered to. Parents should note that there are specific children in the school to whom a breach of point 2 would pose a clear safeguarding risk:

1) Resulting images are strictly and solely for private use only.
2) Images are not posted to websites or uploaded to any storage facilities that are 'public' and would mean breaching the clear understanding in point 1) e.g. Facebook, where the image would immediately become property of Facebook.
3) Neither full names of individual children, nor the name of the School should be stored or displayed with any images, as part of a file name or otherwise.
4) Images are moved from the hand-held device to a hard drive or 'cloud drive' as soon as possible in case of the loss of the device

At all times, the responsibility for the images lies with the person taking them.

Roles and Responsibilities

2.1 ROLES AND RESPONSIBILITIES
(*Working Together 2015 (Ch.2)* & *Keeping Children Safe in Education 2016 (Annex B)*)

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the LA who have specific responsibilities under safeguarding procedures. The names of those carrying these responsibilities inside and outside the School for the current year are identified in section 1.2 and 1.3 of this policy.

2.2 ROLE AND RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD (DSL)
(*Working Together 2015 (Ch.2)* & *Keeping Children Safe in Education 2016 (Annex B)*)
(See Appendix 12: Job Description within safeguarding at Perrott Hill)
The School has a Designated Safeguarding Lead who is responsible for dealing with any concerns about the protection of children.
The terms of reference for the role of the Designated Safeguarding Lead are to:

- Receive information from any number of sources to form a 'big picture' regarding any safeguarding concerns over a particular child
- Recognise possible signs of abuse and know which outside child protection agency to contact in the event of a child protection matter coming to his attention;
- Ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing under confidential cover;
- To notify the Governor with responsibility for safeguarding of any referrals made
- Liaise with Somerset Direct/local Children's Social Care, SSCB and other agencies, as appropriate;
- Act as a source of advice and expertise and keep relevant people within the School informed about any action taken and any further action required
- Ensure that a proper record is kept of any referral and action taken, and that this is kept safely and in confidence.
- Manage and help to deliver staff safeguarding training and review the operation of the Safeguarding / Child Protection Policy annually (with the appropriate nominated Governor and the Assistant Safeguarding Lead) to ensure the procedures are working and that it complies with current best practice.
- To act on behalf of the Governors to help ensure that the School complies with its obligations within the 'Prevent Strategy'
- To act on behalf of the Governors to help ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of this guidance.
  Specific legislative guidance on the role of the DSL and ASL can be found in Annex B of KCSiE. This annex is given to all staff and forms part of the induction process for new members' staff.

2.3 RESPONSIBILITIES OF ALL STAFF:

Safeguarding and the protection of children from harm, is the inescapable, personal and professional responsibility of all staff.

All staff have a duty to report all suspicions of abuse to the DSL (or the ASL in his absence). (See also 4.1.) It is the responsibility of the Designated Safeguarding Lead to assess these suspicions, which may fit into a bigger picture, and decide whether to pass these concerns on to Children's Social Care in a referral.
Likewise, it is the responsibility of all staff to ensure they comply with the Staff Code of Conduct.
In the event that one of the Joint Acting Heads is the subject of an allegation, the matter should be reported directly to the Chair of Governors, Lord John Bradbury

(contact details in section 1.2), he will then contact the LADO direct to seek further guidance without consulting that person.

Although these are the normal procedures anyone can refer a child directly to Children's Social Care if necessary.

2.4 THE ROLE OF THE GOVERNING BODY

The Governing Body fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children.

It will:

Designate a Governor for safeguarding who will oversee the School's safeguarding & child protection procedures and processes. See APPENDIX 12: Job Description within safeguarding at Perrott Hill.

- Ensure that Somerset's Annual Governors Safeguarding Audit is completed and forms part of the annual report, to the governors, with the updated safeguarding policy.
- Ensure this annual report is made to the Governing Body on safeguarding matters to include:
    - Changes affecting the Safeguarding & Child Protection Policy and procedures.
    - The effectiveness of the School's policy and procedures.
    - Safeguarding and child protection training received.
    - Outline of the number of cases/incidents.
    - Safeguarding in the curriculum.

- Ensure that a copy of the annual report is forwarded to Somerset's Support Service for Education Safeguarding Adviser.

- Ensure that this policy is reviewed, revised and updated annually, especially with respect to its efficiency; and signed off by the Chair of Governors.

- Ensure that Safeguarding is discussed as an agenda point at termly Governors' meetings.

- Ensure that all members of the Governing Body are suitably trained in Safeguarding & Child Protection.
- The Governor for safeguarding will meet termly with the DSL and other key staff at the Safeguarding Select Committee in order to discuss recent events and remain fully informed and updated.

- The Governor for safeguarding will also make unannounced checks of the Single Central Record of recruitment at least twice a year.

- Ensure that staff undergo regularly updated safeguarding training including online safety training and Prevent Strategy training.

- Ensure children are taught about safeguarding, including online.

Child Abuse

3 WHAT IS CHILD 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). They may be abused by an adult or adults or another child or children.

All members of the School staff should be alert to the possible signs of abuse of a child (Appendix 4). Staff are made aware, through training, 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.

Physical abuse
Physical abuse 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
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
It may involve conveying to 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or

corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse
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.

Neglect
Neglect is 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.

There will be other circumstances, not amounting to abuse, which give cause for serious concern about the welfare of pupils. Other concerns, such as being uncared for, engaging in antisocial or inappropriate behaviour and so on may be referred to the Designated Safeguarding Lead, who will discuss the matter as necessary with Children's Social Care. Cases involving some physical ailment may also be referred to the School Surgery and through them to the Designated Safeguarding Lead. In each case the School's Designated Safeguarding Lead *must* be informed when neglect is considered a possibility.

Procedures

4.1 PROCEDURES

Where it is believed that a child is suffering from, or is at risk of, significant harm and whenever an allegation or disclosure of abuse has been made, we will follow the procedures set out in the South West Child Protection Procedures (www.swcpp.org.uk) and SSCB's documents which can be found on http://sscb.safeguardingsomerset.org.uk/

These procedures make it clear, confirmed in our own School policies, that the welfare of the child is of paramount importance. This takes precedence over sensitivities about relations with parents, the likely reaction of other parents and the community and any wish a child might have for complete confidentiality (which cannot be guaranteed). Members of staff not following the procedures could put themselves and the child concerned at risk. As long as the procedures are adhered to, members of staff will receive the full support of the Governing Body and the Local Authority (LA).

If the DSL or the ASL decides a child is in need or at risk of harm, a call will be made to Somerset Direct for advice and guidance; this will be followed, where needed, by written referral which; in Somerset is through completion of the Somerset Early Help Assessment Form. The EHA form can be found on the professional choices website, the referral must be completed via this website; this will be completed within 24 hours. Where there is uncertainty about the level of need the DSL will call the Children's Safeguarding Leads Consultation Line for advice.

Relevant staff will be notified of any concerns.

4.2 PROCEDURES TO FOLLOW WHERE ABUSE MAY HAVE BEEN INFLICTED BY PERSONS OUTSIDE OF SCHOOL

Suspicion or knowledge of abuse must be reported to the Designated Safeguarding Lead or their Assistant who will share such information only with relevant other staff on a 'need to know' basis.

Any adult to whom abuse is reported by a pupil has a duty to listen to the pupil, to provide reassurance, and subsequently to record the pupil's statements. He / she must not press the pupil, ask probing questions or suggest answers. (See Section 7.1 for fuller details and guidance.) The situation should then be reported and discussed with the Designated Safeguarding Lead who will consult with the Assistant Safeguarding Lead. The online South West Child Protection Procedures will be referred to at all stages. (www.swcpp.org.uk). The DSL or the ASL will call Somerset

Direct for advice and guidance, this may be done anonymously, and/or make a referral. The guidance given by Somerset Direct will then be followed and recorded.

Expert medical diagnosis may be required quickly. The Designated Safeguarding Lead and the Assistant Designated Lead will arrange this following consultation with Children's Social Care.

4.3 PROCEDURES FOR DEALING WITH AN ALLEGATION MADE AGAINST A MEMBER OF STAFF OR VOLUNTEER

No one should let allegations (made against a member of staff or volunteer) by a child or young person go unrecorded or unreported, including any made against themselves.

If you receive a disclosure about a member of staff from a child, it is important to reassure the child that what they say will be taken very seriously and everything possible done to help.

If you are in the room when a pupil begins to disclose concerns to another person, you should stay unobtrusively in the background. You may be able to support/witness what has been said if required.

In the case of serious harm the DSL will contact the police from the outset.

Allegations concerning staff or volunteers should be made as soon as possible directly to the DSL. In the instance of any such allegation being made, school procedures will follow the thorough guidance given by the SSCB, which is in line with *Keeping Children Safe in Education (2016), Part 4: Allegations Against Teachers and Other Staff* and which is represented by the *Allegations Against Staff and Volunteers* flow chart, to be found as Appendix 5. Somerset's Designated Officer(s) (previously, and hereafter, referred to as the Local Authority Designated Officer or LADO) will be informed if an allegation is made against a member of staff. On being advised of an allegation, the DSL will contact the LADO within 1 working day. Referrals will be made via Somerset Direct: 0300 123 2224.

The LADO will provide advice and guidance on dealing with the allegation, liaise with the police and other agencies, and monitor the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

All referrals to the LADO should be made in the first instance by phone to Somerset Direct, indicating that we wish to refer an allegation against an adult who works with

children. This referral will then be followed up in writing using the LADO Reporting Form.
In borderline cases, these discussions can be held informally and without naming the individual.

All allegations against staff are dealt with in accordance with *Working Together (2015)*. In addition, PHS ensures it is fully aware of Part 4 of the statutory guidance - *Keeping Children Safe in Education (2016).*

Any allegations made against a member of staff/volunteer must be reported and recorded accurately as soon as possible after the disclosure to the Designated Safeguarding Lead. If the allegation concerns the Designated Safeguarding Lead or the Joint Acting Head (Academic), the person receiving the allegation will immediately inform the Chair of Governors. In the latter case, the Local Authority Designated Officer will be contacted without notifying the Designated Safeguarding Lead or the Joint Acting Head (Academic) first.
In some cases the Governor responsible for safeguarding may be informed.

PHS follows the Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions. Separate to the involvement of the LADO, schools have a legal duty to refer to the DBS anyone 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) at the school, or would have been removed had they not left.

PHS will make such a referral as soon as possible after the resignation or dismissal of any individual (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

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 will consider making a referral to the National College for Teaching and Leadership (NCTL) and 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). Where appropriate, the School will use the Charity Commission's guidelines to determine whether to undertake a serious incident report.

Where the School ceases to use the services of a teacher because of serious misconduct, or would have dismissed them had they not resigned, it will consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act (2002). The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

Should historical allegations of child abuse be made against a teacher who is no longer teaching at PHS, the school will, in accordance with Keeping Children Safe in Education, report the matter to the police. All allegations of historical abuse should be referred to the Headmaster straight away.

4.4 PROCEDURES FOR DEALING WITH ALLEGATIONS OF ABUSE BY ONE OR MORE PUPILS AGAINST ANOTHER PUPIL: (PEER TO PEER ABUSE)

All staff are made aware, through training and induction, that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting; though the latter may be considered very unlikely within our age range. No matter what type of abuse may occur between peers it should never be tolerated or passed off as "Banter".

It is essential that any allegation of abuse made about another pupil/pupils in the School is dealt with fairly, quickly, and consistently and in a way that provides effective protection and support for all children involved.

Support for the children involved in any incident of peer-to-peer abuse is important and will be decided on an individual basis. It will be put into place after a clear assessment of their needs is completed. The Joint Acting Headmaster (DSL) will seek guidance from Somerset Social care team and put into place a team around the child in order to ensure their welfare needs are met and reviewed. Both the children concerned and their parents will be involved in discussing the support for both the abused and the abuser.

Incidents that do or may constitute peer-on-peer abuse will be reported to the Pastoral Deputy Head, ASL or DSL. If to either of the first two, they will ensure the Headmaster/DSL is informed on the day of the allegation.

The Headmaster:

- Will try to establish if the incident is abuse and may seek further guidance by calling Somerset Direct anonymously.

- Will contact Somerset Direct and seek further advice and guidance on how to investigate the allegation, if it is thought to be abuse.
- Will take appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

If it is established that further investigation or action is necessary, the Headmaster will inform the parents of all children involved as soon as possible. If pupils have to be interviewed by an external party (eg. The police) the school will ensure that they are supported by an appropriate adult, preferably their parents or guardian.

Due to children at Perrott Hill being 13 years of age or under, any incidents of sexting would be immediately referred to Somerset social care team, who would then contact the police. The School would follow advice given from Somerset social care regarding the support of the children involved,

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's Behaviour and Exclusions Policy will apply.

Staff are required to be vigilant to abuse between pupils and to inform the DSL of their concerns or any allegations made. For recognising signs of abuse, see **Appendix 4.** It is important for staff to ensure they are aware of preventative measures to stop abuse and bullying happening. In order to prevent peer to peer abuse and bullying at PHS we use:

- **Education**
- **Vigilance and Discussion**
- **Planning, implementation and recording**
- **Monitoring and further recording**

For further information and more detail see Counter-Bullying policy.

4.5 PROCEDURES FOR PREVENTING EXTREMISM AND RADICALISATION: 'THE PREVENT STRATEGY'

The preventing of extremism and radicalisation is recognised by Perrott Hill as an important element of safeguarding and promoting the welfare of all children, which is in line with our statutory duties set out in s175 of *The Education Act 2002*.

The following is the accepted Government definition of extremism:

> 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

The full Government 'Prevent' Strategy can be viewed at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

The School recognises that, due to its location and the social and ethnic composition of the locality, its community typically falls into a low-risk category. Equally, it recognises that this is no justification for complacency and is alert to:

- the capability of technology, media and social media to cross all boundaries, both geographically and in terms of social norms;
- local issues that could link with extremist viewpoints, such as animal rights (e.g. badger culling and fox hunting) and the economic pressures on dairy farming.

There is no place for extremist views of any kind at the School, whether from internal sources (pupils, staff or governors) or external sources (the wider School community, external agencies or individuals such as visiting speakers). Our pupils see our School as a safe place where they can explore potentially controversial issues safely and where teachers can encourage and facilitate. (See also 'Use of External Agencies and Speakers' below.)

As a school we recognise that extremism and exposure to extremist materials should be addressed as a safeguarding concern. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. The School will therefore provide a broad and balanced curriculum, delivered by skilled professionals, so that pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive and feel valued, not marginalised.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven, the matter may (as seems

appropriate to the case in hand) be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities, School staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of the School, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

The School closely follows SSCB's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, consideration will be given to using the Local Authority Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals can be made by anyone.

Further support and advice maybe sought from the SCC Prevent Team; should a referral be deemed necessary, the DSL and/or ASL will complete an Early Help Assessment in accordance with 'The Effective Support Document'. Submission of this assessment will be to the EHA Hub and forwarded to Police Prevent team.

The School will also work with local partners, families and communities in our efforts to ensure our School understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupils' experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that

pupil is offered mentoring. Additionally, in such instances the School will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Perrott Hill promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage pupils to respect one another and to respect and tolerate difference, including those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

All adults working at the School should recognise extremism and radicalisation as safeguarding matters and are required to report immediately to the DSL, or the ASL in his absence, any concerns linked to these.

USE OF EXTERNAL AGENCIES AND SPEAKERS

We encourage the use of external agencies or speakers to enrich the experiences of our pupils and help pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate.

All external speakers coming to present to any children in the School, including those representing a bigger agency, will be required to complete the Agreement Form for Visiting Speakers (Appendix 9) which forms part of the School's risk assessment on 'Prevent' issues.

TRAINING

SSCB's Basic Awareness Child Protection training is delivered for staff and Governors at least every three years and includes training on extremism and radicalisation and their safeguarding implications.

In November, 2015, all academic staff completed the Government's online 'Channel General Awareness' training module.

The DSL, ASL and Governor responsible for safeguarding attended WRAP (the Workshop to Raise Awareness of Prevent) and will attend further training courses as may become necessary.

WRAP training was delivered in April 2017 by the ASL to frontline school staff (Frontline staff are those who are deemed to have close daily contact with the pupils.)

As well as this, non-frontline staff, Governors and volunteers were asked to complete the Channel General awareness training.

Online prevent training forms part of all new staff and volunteers' Perrott Hill safeguarding induction. Frontline staff complete the home office's 'E-learning training on prevent' and during their first term at Perrott Hill will receive WRAP training. Non-frontline staff complete the on-line Chanel General Awareness training.

https://www.elearning.prevent.homeoffice.gov.uk/
http://course.ncalt.com/Channel_General_Awareness/01/index.html

RISK ASSESSMENT
The School's risk assessment regarding matters within the 'Prevent Strategy' can be found as Appendix 10. This includes those measures taken to address the risk of pupils' exposure to extremist material online. This risk assessment is updated annually by the DSL and ASL.

4.6 PROCEDURE FOR THE REPORTING OF SERIOUS INCIDENTS TO THE CHARITY COMMISSION

The School is aware of its obligation as a charity to notify the Charity Commission swiftly of any serious incident, which in the Commission's guidance is defined as one that 'has resulted or could result in a significant loss of funds or a significant risk to the Charity's property, work, beneficiaries or reputation'. This extremely broad definition is supplemented with a list of matters that the Commission will always regard as a serious incident:

- Fraud and theft
- Other significant loss
- Significant donations from an unknown or unverified source
- Financial links between the charity and proscribed organisations or terrorist activities
- Disqualified persons acting as trustees
- Inadequate systems for vetting trustees or staff
- Inadequate safeguarding policies
- Suspicions, allegations and incidents of abuse or mistreatment of vulnerable beneficiaries
- A criminal investigation or sanctions imposed by another regulator or agency

This list is not exhaustive, and the Commission will expect to be told about any incident where:

- a report is made to the police or other statutory agencies (presumably including any formal report to the LADO)
- the police or other statutory agencies open an investigation into the charity/School or its personnel
- the trustees determine that the incident presents a serious risk to the charity/School, its beneficiaries, reputation or assets
- the trustees reasonably suspect that a serious incident has happened
- the charity's/School's professional advisers advise the trustees to notify the Commission of the incident.

The School files an annual return to the Charity Commission and is aware that it is a criminal offence knowingly or recklessly to make a false or misleading declaration in this return. As such, the School will identify in the return any incident matching the above guidance.

The School recognises, however, that it should not await the annual return before notifying the Commission and will aim to follow the Commission's guidance on reporting as soon as reasonably possible after any serious incident occurs, allowing for:

- appropriate information gathering
- initial investigations
- the seeking of legal advice

as may be appropriate to the incident.

LEGAL ADVICE AND DATA PROTECTION

It is likely that some information relating to a serious incident will be of a sensitive nature and may include personal data. The School may seek specialist advice on the disclosure of personal data and on the steps it can take to prevent information from being disclosed by the Commission under *The Freedom of Information Act, 2000.*

4.7 PROCEDURES FOR RECORDING WORRIES, BEHAVIOUR AND PASTORAL CONCERNS.

Pastoral concerns and worries about pupils at Perrott Hill are monitored closely by their tutors, teachers and surgery staff. Providing a circle of care for each child is essential and recording pastoral incidents or worries is an important safeguarding tool.

Perrott Hill staff use the iSAMS Rewards and Conduct tools in order to record pastoral incidents about a child. The Central Log is an essential tool which is filled in by the pupils' tutor, teachers or support staff; it is a way of recording any events or activities which are related to the child's home, social setting, behaviour, academic or

medical needs. The child's tutor monitors this log and is responsible for their tutees' daily pastoral care.

It is inevitable that at times staff members have genuine worries about students and are unsure what to do with the concern, it is a worry. These worries could be a safeguarding matter, they may be medical matter or a behaviour concern, but staff are unsure if they are a high enough level of concern to warrant a discussion with the DSL. In order to triage these worries, staff are able to complete a Worry Form (Appendix 11) and submit it to the Pastoral Deputy Head or the ASL for evaluation. The worry is then evaluated by two members of the safeguarding team, normally the ASL and Pastoral deputy head on the day of submission and a clear plan of action is agreed. These completed forms are then reviewed regularly, collated and stored in a locked cupboard in the surgery.

Perrott Hill recognises the need to ensure help is provided for pupils at early a stage as possible, see Early Help Assessment; some children at Perrott require higher levels of pastoral care due to specific needs. When a child's needs are deemed by the DSL and the school nurse to be regularly at or above level 2 they will be placed on a welfare plan in order to monitor these needs and the action taken to help. These plans are added to by school staff, monitored by the child's tutor and stored in a locked cupboard in the surgery. These records are reviewed regularly by the pastoral deputy head and school nurse.

Complaints/Allegations

5.1 COMPLAINT OR ALLEGATION

It is important to draw a distinction between complaints and allegations. Complaints are made about a process; allegations are made about behaviour. In a school setting concerns relating to behaviour of an adult towards a student are therefore categorised as allegations.

Any allegation against a member of staff or volunteer which involves the possibility of physical, emotional or sexual abuse will always be discussed with the Local Authority Designated Officer (LADO) and their advice taken. If the matter is a child protection concern, an investigation will be carried out by Children's Social Care and the Police, as happens with any other referral. Neither the Designated Safeguarding Lead (the Headmaster) nor the Governors should carry out investigations themselves in these circumstances. The Designated Safeguarding Lead will be invited to a Strategy Meeting at a very early stage.

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

5.2 ALLEGATIONS INVOLVING SEXUAL IMPROPRIETY

Whenever a member of staff is informed by a pupil of an event involving sexual impropriety of any kind, whether between pupils or staff, active or passive (such as encouraging or forcing the watching of sex acts and sexting) the following steps should be taken:

- Listen sympathetically and afterwards accurately note the content of what was disclosed, ensuring exact wording is used wherever possible (i.e. in speech marks) and that there is no inference. Sign and date it.

- Contact the Designated Safeguarding Lead immediately, who will discuss with the LADO whether Children's Social Care should be notified.

- Once the LADO has been notified and if it is agreed that the school alone should follow up the issue, the Designated Safeguarding Lead, who will oversee the disciplinary aspects of the enquiry, will interview the complainant.

- If Children's Social Care seeks further investigations, they will themselves open an enquiry. This would normally involve the police and Designated Safeguarding Lead. In these circumstances, the School's disciplinary enquiry will be suspended until cleared by Children's Social Care.

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

PHS Staff Awareness

6.1 SAFE STAFF, SAFE SCHOOL

The School operates a safer recruitment procedure. When recruiting staff and volunteers, the School follows a detailed Recruitment Policy where all appropriate checks are made and the NSPCC guidance on Safer Recruitment followed. Perrott Hill has an accredited trained person involved in all staff interviews.

When adults, who are employed by another organisation, work with our pupils, Perrott Hill staff will obtain assurance that appropriate safeguarding procedures have been carried out.

The School will keep a careful check on all visitors and guests whether their visit is by invitation or unsolicited. (See section 4.5 with regards arrangements within the 'Prevent Strategy' risk assessment.)

Staff are reminded that *The Sexual Offences Act 2003* concerning the abuse of a position of trust states that: It is an offence for a person aged 18 or over intentionally to behave in certain sexual ways in relation to a child aged under 18, where the adult is in a position of trust in respect of the child.

The same is true of any spouse or other relation aged 16 or over who become the subject of a safeguarding investigation, even if not employed by the School.'

6.2 WHISTLEBLOWING

It is imperative that all individuals have the confidence to report safeguarding concerns (including with the effective use and working of the School's safeguarding procedures) and, to this end, immunity from retribution or disciplinary action will be assured for whistleblowing in good faith. Please refer to the Whistleblowing Policy for further details.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally: 0800 028 0285.

6.3 STAFF ACCOMMODATION

As outlined above, in the instance of a member of staff who lives on the School site being suspended pending an investigation of a safeguarding nature, the member of staff will be required to reside in alternative accommodation away from the School site which the School will arrange. This action is a requirement and as such is a neutral act.

6.4 CAMERAS, MOBILE PHONES AND ELECTRONIC RECORDING DEVICES

Staff and children deserve to be protected from the misuse of photographic, video images and recordings of themselves, taken whilst they are at Perrott Hill.
Perrott Hill staff use photographs, video and sound recordings to support children's learning, to record children's individual progress, to illustrate work for display, to record what they have learnt and for School marketing purposes. Recordings are part of School life, but they should always be taken using School digital cameras or digital recorders by a member of staff or by the children themselves.

All new staff are given guidance on the School's policy on taking, using and storing images of children. This includes:

- Staff should use School cameras/recording devices rather than personal equipment.
- Digital images of children must be stored on the password protected area of the School's network.
- Digital images of children should not be stored on personal/home computers/hard drives.
- Hard copies of children's images should be stored in a locked filing cabinet on the School premises.

Personal mobile phones and digital cameras are not permitted in the EYFS. School digital cameras, iPads and a school-based mobile phone will remain in Montessori for emergency use and for recording of the children's progress for their learning journals.

Staff may carry personal mobiles in other areas of the School, but should always be conscious of appropriate use, what 'message' they are sending out, both to pupils and colleagues and should not use them when supervising pupils unless it is to make a necessary phone call that is work-related to that specific point in time.

Further guidance on the use of digital recordings can be found in the Montessori Foundation Stage Department handbook, the Staff Acceptable Use Policy, Mobile Phones Policy and Taking, Storing and Using Images Policy.

6.5 WORKING WITH PARENTS AND GUARDIANS.

With regards to safeguarding issues or concerns:

The School will always seek to work in partnership with parents/guardians in order to secure a positive outcome for the child.

However, staff should not contact the child's parents/guardians with regard to safeguarding concerns. Rather, they should speak to the DSL or ASL for guidance. The DSL may also seek further support from Somerset Direct or make a referral without the knowledge of the parents/guardians if that is deemed in the child's best interests.

It is important to recognise that in some circumstances the child's situation could be made worse by the School informing the parents/guardians. The parents/guardians could be the abuser and, by their being caught out, the child could be put at risk of serious harm or, in extremis, death as a consequence of them finding out.

The child's safety is always the priority.

PROFESSIONAL JUDGEMENT

Staff should value their professional judgement and should always pass their concerns to the DSL or ASL: the School may be the only agency involved with the family at the time of referral.

6.6 HONOUR BASED VIOLENCE (HBV), INCLUDING FEMALE GENITAL MUTILATION (FGM)

Honour Based Violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family or community; these include FGM and forced marriages. All forms of HBV are abuse; PHS will respond to any allegations of HBV in this light and in accordance with the procedures outlined in this policy.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. All staff at Perrott Hill are made alert to the possibility of a girl being at risk of FGM, or already having suffered FGM by means of the SSCB's Basic Awareness Child Protection training. The DSL and the ASL have also completed the Home Office's online module Recognising and Preventing FGM. **https://www.fgmelearning.co.uk/**

Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although the School currently has no children from these backgrounds and considers girls on the roll safe from FGM, we are fully aware of those groups at risk, understand the indicators of FGM and recognise that FGM is a form of child abuse.

As of 31 October, 2015, if an adult discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. It is also important to state that School staff, including medical and nursing staff, should not, under any circumstances, examine any girl's genitalia and that information about FGM happening to an individual is more than likely to come from a disclosure or from signs.

If a member of staff feels that a child is at risk of any HBV or has been subjected to HBV they should report to the DSL or ASL immediately who will then follow the School's safeguarding procedures and alert the police.

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

https://www.gov.uk/government/publications/female-genital-mutilation-guidelines

6.7 CHILD MISSING FROM EDUCATION

The School is aware of, and complies with, its duties under The Education (Pupil Registration) (England) Regulations 2006 and the (Amendment) Regulations 2016 which came into effect on 1 September 2016.

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. Perrott Hill will monitor school attendance and be vigilant for any children that go missing from education, particularly on repeated occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of them going missing in future.

Perrott Hill will notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is in receipt of a child protection plan or is known to the children's social care team.

Perrott Hill will inform Somerset LEA when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. The Children Missing Education (2016) Annex A: Grounds for deleting a pupil from the school admission register, outlines the 15 reasons in full and is used to determine if contact with the LEA is required.

Perrott Hill will inform the Somerset LEA 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.

6.8 CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a

result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

It is, however, also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Perrott Hill staff are aware of what CSE is, as it is included in the SSCB's Basic Awareness Cascade Training in child protection. Children who are being exploited in a sexual way are being abused and Perrott Hill staff should follow the normal safeguarding procedures outlined in this policy and refer their concerns to the DSL or ASL. All staff at PHS read Annex A of KCSiE (2016) which outlines possible signs of CSE.

6.9 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. PHS ensures that additional barriers are recognised and understands that these barriers can make them more vulnerable to abuse and neglect.

These barriers can include:

• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
• children with SEN and disabilities can be disproportionally impacted by things like bullying, without outwardly showing any signs; and
• communication barriers and difficulties in overcoming these barriers.

The Learning Support department works closely with all children who have additional needs. Learning programmes (LPs) are devised for each child specific to them and staff liaise closely with Lucy Silk (Head of LS) should any concerns about children with addition needs arise.

6.10 ONLINE SAFETY

As more and more children work online it is important the children are safeguarded from potential harm. We achieve this at PHS through educating children of the dangers, ensuring we have appropriate filters, through monitoring systems and clear procedures set out in the Acceptable Use Policy.

(For further information see E-Safety Policy)

6.11 MENTAL HEALTH

One in ten children and young people aged 5 to 16 has a clinically diagnosed mental health disorder and around one in seven has less severe problems. Certain individuals and groups are more at risk of developing mental health problems than others. These risks can relate to the child themselves, to their family, or to their community or life events. Risk factors are cumulative. Children exposed to multiple risks such as social disadvantage, family adversity and cognitive or attention problems are much more likely to develop behavioural problems. Mental health issues are recognised as factors that can make children susceptible to harm and therefore should be treated as safeguarding concerns. The school is aware of the non-statutory guidance provided by the Department for Education's 'Mental health and behaviour in schools' advice.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

6.12 DOMESTIC VIOLENCE

Domestic violence and abuse is defined as:

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

- psychological
- physical
- sexual
- financial
- emotional'

Any suspicion or allegation of domestic violence is treated seriously and should be referred as a safeguarding matter directly to the DSL or ASL in his absence.

6.13 TRAFFICKING

Trafficking is defined as:
"Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;

For further guidance see 'Safeguarding children who may have been trafficked'.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

6.14 SEXTING

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. 'Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.
For further guidance see: 'Sexting in schools and colleges:Responding to incidents and safeguarding young people.'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Guidance for staff on dealing with disclosures

7.1 WHAT TO DO IF A CHILD DISCLOSES

If:
- A pupil discloses abuse, or
- A member of staff suspects a child may have been abused, or
- A third party expresses concern, or
- A staff member witnesses an abusive situation involving another staff member

The member of staff MUST: REPORT and RECORD

REPORT to the DSL without delay.
Useful **RECORD checklist**
Respond without showing any signs of anxiety or shock and reassure the child.

Enquire casually about how an injury was sustained or why a child appears upset, but allow them to talk.

Confidentiality must not be promised to children or adults in this situation, even if it is feared the disclosure will not proceed without the assurance.

Observe carefully the demeanour or behaviour of the child.

Record in detail what has been seen and heard in liaison with the DSL or ASL (if possible, straight after speaking to the child concerned). All notes produced within an hour of the conversation remain contemporaneous. **See Appendix 1**

Do not interrogate or enter into detailed investigations: rather, encourage the child to say what they want until enough information is gained to decide whether or not a

referral is appropriate: this generally means who/what/when/where. Staff should not enquire beyond these details.

Any adult, to whom abuse is reported by a pupil, has a duty to listen to the pupil, to provide reassurance, and subsequently to record the pupil's statements. He / she must not press the pupil, ask probing or leading questions or suggest answers. The situation should then be reported and discussed with the Designated Safeguarding Lead who will consult with the Assistant Safeguarding Lead.
The DSL will seek further advice/guidance from Somerset Direct.

The SSCB Basic Awareness training uses the 4 R's:
Receive, Reassure, Respond, Record. This is taught to Perrott Hill Staff as a way of ensuring they know what to do if a child discloses.

7.2 STAFF MUST NOT:

To reiterate: with regard to child protection, members of staff **must not**:

- Press the pupil, ask probing or leading questions or suggest answers.
- Promise confidentiality. ("Some things are too important not to pass on.")
- Contact the child's parents or guardians. Instead staff must consult with the DSL or the ASL and follow their advice. This must be completed on the day the concern has arisen and before the child leaves the premises.
- Investigate suspected/alleged abuse themselves.
- Evaluate the grounds for concern.
- Seek or wait for proof.
- Discuss the matter with anyone other than the DSL or ASL and staff involved with the incident. The DSL will advise further on this.

Children's Social Care and CAIT (Child Abuse and Investigation Team - Police) are the only agencies that can investigate allegations of abuse.

Missing Child

8 MISSING CHILD

The welfare of all of our children at Perrott Hill is our paramount responsibility. Every adult who works at the School has been trained to appreciate that he or she has a key responsibility for helping to keep all of the children safe at all times. Should a child go missing a comprehensive search will be made. Please refer to the Missing Child Policy for guidance on procedure in this situation.

Training

9 TRAINING AND SUPPORT

Perrott Hill will train all staff to understand the Safeguarding & Child Protection Policy and procedures, and ensure that they have up-to-date knowledge of safeguarding issues. Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

• Significant changes in children's behaviour;
• Deterioration in children's general well-being;
• Unexplained bruising, marks or signs of possible abuse or neglect;
• Children's comments which give cause for concern;
• Any reasons to suspect neglect or abuse outside of School, for example in the child's home; and/or
• Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

For further guidance and examples of possible signs of abuse, please consult Appendix 4 'Signs and Symptoms of Abuse' and Cascade Training hand-outs.
The School will ensure that the Headmaster (DSL), the ASL and the nominated governor responsible for safeguarding attend training relevant to their roles every two years. This training is provided by the SSCB.

The ASL or DSL attends regular meetings held by SSCB for Independent Schools in Somerset and update their knowledge on a regular basis through attendance of the Somerset Independent Schools safeguarding meeting, attending courses, reading safeguarding newsletters and liaising with external agencies.

New staff, governors and regular visitors/volunteers who start at Perrott Hill within the three years will have, as part of their whole school induction, a safeguarding induction with Mr Nick Hodgin (ASL) or Will Silk (Joint Acting Headmaster) to discuss the School's policy/procedures and safeguarding awareness, before they start in their roles. This induction will be followed, as soon as possible, by the member of staff attending the SSCB Cascade Child Protection basic awareness course, which will be delivered by Nick Hodgin (ASL) or Will Silk (Joint Acting Headmaster). Where possible the induction and staff training occur at the same time.

A register of attendance is held on file.

New peripatetic staff may have received training elsewhere; this is acceptable as long as we have an up-to-date copy of a certificate of attendance and they have signed that they have read and understood the School's safeguarding policy; they must also complete a safeguarding induction with Nick Hodgin (ASL) or Will Silk (Joint Acting Headmaster)

All staff employed by the School, governors and regular visitors/volunteers will receive up-to-date Cascade Training from the Somerset Safeguarding Children's Board, on basic safeguarding awareness. This training will be delivered by Nick Hodgin (ASL) or Will Silk (Joint Acting Headmaster) every three years. Mechanisms for providing further support, advice and guidance for staff are in place and are provided through the regular discussion of safeguarding at InSET, an annual safeguarding pack for all staff, a termly safeguarding briefing, staff meetings, SMT liaison, update emails, informal discussion, Heads of Department meetings, the Pastoral Development Committee and Safeguarding Select Committee. Such mechanisms help to further ensure that staff are aware of their duties and discharge their roles and responsibilities as set out in part 1 of KCSiE (2016) and Annex A.

All staff are aware of the requirement to read and understand part 1 KCSiE (2016). The safeguarding leads work hard to ensure through induction, training and staff updates that all staff understand this document and adopt an attitude of 'It could happen here'.

Safeguarding training for all staff is important and a number of staff, not just the DSL and ASL, hold SSCB child protection and interagency training, which is updated on a two yearly cycle; these include the Pastoral Deputy Head, the Compliance Coordinator and Head of Pre-Prep.

As well as basic awareness safeguarding training staff received online safety training from south west grid for learning January 2017. See E-Safety Policy for further information.

Professional Confidentiality

10 PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding and child protection. The only purpose of confidentiality in this respect is to benefit the child.

No adult must ever guarantee confidentiality to any pupil. Staff should make pupils aware that if they disclose information regarding something that may be harmful to themselves or others, then certain actions will need to be taken.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act (1998), European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child, for example, where the safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

Records

11.1 RECORDS AND MONITORING

Well-kept records are ***essential*** to good child protection practice. Our School is clear about the need to record any concerns held about a child or children within our School, the status of such records and when these records should be passed over to other agencies.

Perrott Hill will:

- Collate and track information which could build into a cause for concern.
- Keep clear detailed written records of worries or concerns about pupils.
- Ensure written notes/original records of any child protection issues regarding individual pupils are kept securely locked in the Headmaster's Study.
- Ensure copies of child protection records are passed on to the receiving school if a pupil transfers and ensure an acknowledgement receipt is received

11.2 THE RETENTION OF RECORDS AND THE JAY INQUIRY (formally the Goddard Inquiry)

The School is highly aware of the establishing of the Jay Inquiry in March 2015 (or Goddard Inquiry as it was then), its status as a statutory inquiry, its specific inclusion of independent schools and the lack of 'cut-off date'.

The Jay Inquiry has issued a warning to all organisations to retain all documents which may be relevant to the Inquiry in order to ensure that no line of investigation is curtailed by the premature destruction of files or records which may later be required as evidence. The request is wide-ranging and could cover both current and historic pupil and staff records and relates to all information pertaining directly or indirectly to 'the sexual abuse of children or to Child Protection and care'. In order to fulfil its

potential obligations within the Jay Inquiry and not commit a criminal offence, the School shall now retain such records 'indefinitely', and certainly for the duration of the Inquiry, until such time as legal guidance is to destroy it. This includes 'Cause for Concern' forms as well as more formal documentation that may have been shared with / communicated to Children's Social Care and/or the SSCB.

The legal advice for general pupil records is that they should be held for 15 years after the pupil has reached the age of 18. This timescale allows for any legal proceedings brought in terms of litigation by a pupil in respect of a school 'failing to provide an education'.

Conferences

12 ATTENDANCE AT CHILD PROTECTION CONFERENCES

If pupils become the subject of child protection conferences, the School will be represented and will share information about the child and their family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting. Where the School provides a verbal report, parents/carers will be informed what is to be said prior to the conference.

Occasionally, the School may have information which is confidential and which will be shared in a closed meeting prior to the conference. If this is necessary, the Chair of the conference will discuss the matter with parents/carers beforehand.

When any child becomes the subject of a conference, local procedures require all other children in the family are considered. It may well be that the School will be required to provide information on children with whom there appear to be no direct concerns.

The School will contribute to the process of risk assessment and the decision about registration of children to be put on the child protection register.

Supporting Pupils

13.1 SUPPORTING PUPILS AT RISK

Perrott Hill recognises that children who are abused or who witness abuse, may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant.

Perrott Hill will endeavour to support pupils through:

- The curriculum, to encourage self-esteem and self-motivation.
- The School ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of School behaviour management policies.
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the School setting.
- Regular liaison with other professionals and agencies that support the pupils and their families.
- A commitment to develop productive and supportive relationships with parents and carers.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situation.

13.2 INITIATION CEREMONIES
Initiation ceremonies for boarders or day pupils are not permitted.

13.3 CORPORAL PUNISHMENT
In accordance with the law, there is no corporal punishment allowed by the School.

Assessments and referrals

14.1 EARLY HELP ASSESSMENTS AND EFFECTIVE SUPPORT FOR CHILDREN AND FAMILIES IN SOMERSET

This guidance and assessment should be used where we consider that a child has needs which cannot be met solely by the School, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child. Early Help is intended to intervene before a child reaches the point of suffering, or being at risk of suffering, significant harm.

In these circumstances, we will have records detailing what work has been undertaken by the School to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the Early Help Assessment.

The DSL and ASL are fully aware of and make use of 'The Effective Support for Children and Families in Somerset' threshold document. This has comprehensive guidance on how to work together with children and families to provide Early Help, and targeted/specialist support for those children who need additional help at Levels 1, 2 and 3. Early help is essential in order to prevent the need escalating to Level 4.

Where, following an assessment of a situation, it is considered that immediate protective action is required (Level 4), a referral must be made by the DSL or the ASL. This referral will be by telephone to Somerset Direct (0300 123 2224) and then followed by 'Somerset Early Help Assessment Form (EHA) which can be found on the Professional Choices website.

14.2 MAKING A CHILD PROTECTION REFERRAL

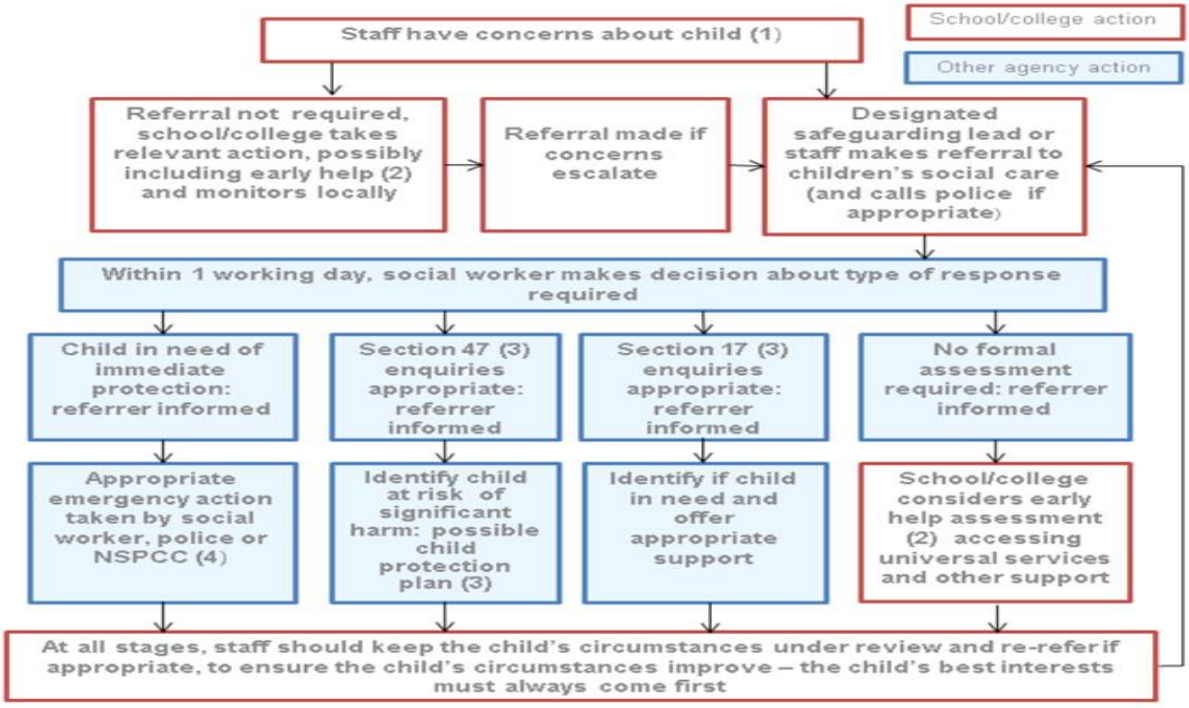
Most Local Authorities ask schools to fill in some type of referral form: in Somerset this is called the 'Somerset Early Help Assessment form' (EHA). The prompt sheet Appendix 8 will help the DSL and ASL bring together all necessary information before picking up the phone.

Once the DSL has all the necessary information in front of him, they will be able to make a child protection referral with confidence, following the South West Child Protection Procedures (www.swcpp.org.uk). All of the School's actions via the DSL or ASL and responses from other agencies should be recorded.

It is important to establish that anyone may make a referral about any child direct to a children's social care team, at any time; safeguarding is everybody's responsibility. The school's procedures provide guidance for how to deal with situations that arise regarding families associated with the school. Should someone feel it is in the best interests for the child's safety, to refer direct to a social care team, they should do so.

See chart below for further guidance on referrals for children in need and or at risk.

Actions where there are concerns about a child



This Safeguarding & Child Protection Policy was last reviewed in October 2017 by WS and NH. It is due to be ratified by the governing body in November 2017. Policy is due to be updated September 2018.

Signed: _____Will Silk (DSL)

Signed: _____ Kathryn Latham

Signed: _____ John Bradbury