



Farringtons School Child Protection and Safeguarding Policy (including EYFS)

Updated :	September 2018
Reviewed by :	Pastoral - NY
Next Review due:	September 2019

Child Protection and Safe Guarding Policy

1. Policy statement

1.1 This policy has regard to the statutory guidance found within *Keeping Children Safe In Education 2018* and *Working Together to Safeguard Children 2018* which should be read in conjunction with this policy and:

1.1.1 Has been authorised by the Governing body of the School.

1.1.2 Is published on the School website and available in hard copy to parents on request.

1.1.3 Can be made available in large print or other accessible format if required.

1.1.4 And its procedures apply wherever staff or volunteers (temporary or permanent) are working with pupils even where this is away from the School, for example an educational visit.

1.2 Every pupil should feel safe and protected from any form of abuse. Farringtons School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1.2.1 All students, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. This Safeguarding and Child Protection Policy forms a fundamental part of our approach to providing excellent pastoral care to *all* students, including young people who may be over the age of 18 years.

1.2.2 'Safeguarding' is broader than 'child protection'. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the welfare of children. It is recognised that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk. The School recognises the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly, and challenging inaction.

1.2.3 Farringtons School has ensured that this policy is in accordance with the following Key documents:

- The Education Acts

- Education (Independent Schools Standards) (England) Regulations 2014 (as amended from time to time)
- Keeping Children Safe in Education September 2018
- Safeguarding Vulnerable Groups Act 2006
- The Protection of Freedoms Act 2012
- The Children Act 2004
- What to do if you are worried a Child is being Abused March 2015
- Working Together to Safeguard Children September 2018 (Statutory guidance on inter-agency working to safeguard and promote the welfare of children).
- Disqualification under the Childcare Act 2006 (incorporated in KCSIE update September 2018)
- Information sharing advice for safeguarding practitioners July 2018
- DBS Referral Guidance (as may be amended from time to time)
- Independent Schools Inspectorate Handbook January 2017 – the regulatory requirements (and as amended)
- Teacher misconduct - regulating the teaching profession March 2014 (and related guidance)
- Use of Reasonable Force in Schools 2013
- Information Commissioner’s Office Data Sharing Code of Practice May 2011
- Preventing and Tackling Bullying October 2014
- Statutory Framework for the Early Years Foundation Stage (EYFS) April 2017
- Prevent Duty Guidance, Channel Guidance, and Prevent Departmental Advice, 2015
- The prevent duty: for schools and childcare providers
- Sexting in schools and colleges, September 2016
- Government Progress Report: Tackling Child Sexual Exploitation – February 2017
- Boarding Schools National Minimum Standards – April 2015.
- The use of social media for on-line radicalisation – July 2015

1.2.4 Farringtons School recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to safeguarding concerns.

1.2.5 The School also ensures that where staff from another organisation are working with our pupils on another site, we have received assurances that appropriate child protection checks and procedures apply to those staff.

1.2.6 The School also ensures that it follows the local inter-agency procedures and practice of the Bromley Safeguarding Children Board, including local protocols for assessment and the LSCB’s threshold document to contribute to inter-agency working with the LSCB’s safeguarding partners. This will be particularly relevant during the transition away from the current LSCB structure during the 2018 / 19 academic year.

1.2.7 That staff are alert to signs of abuse both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil (**Appendix 3**); Staff are reminded that Child Sexual Exploitation (CSE) and forms of so-called ‘honour based’ violence including, including Female Genital Mutilation (FGM) are child abuse, and attempts to draw children

into violent extremism should also be treated as a safeguarding issue. Further information on these areas can be found in Appendix 3 and in the case of extremism in *The Prevent Policy*. Staff must report to the police, cases where an act of FGM appears to have been carried out (**Appendix 9**).

1.2.8 Staff are trained to deal appropriately with every suspicion or complaint of abuse (**Appendix 4**) and to support children who have been abused in accordance with his/her agreed child protection plan. Staff with concerns should ensure they refer their concerns to the Designated Safeguarding Lead, (**DSL**) **Mrs Rosanna Frances, Assistant Head (Nick Young, Deputy Head during RF's maternity leave)**. (see **Appendix 7**).

1.2.9 Design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations (**Appendix 5**).

1.2.10 Ensure the School fulfils its duties both to children in need and children at risk of harm.

1.2.11 Be alert to the medical needs of children with medical conditions (*See also Medical Policy*).

1.2.12 Operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol, tobacco and substance misuse (*See Drugs, Alcohol, Tobacco and Substance Abuse Policy*).

1.2.13 Teach pupils about safeguarding, for example through use of online resources, through the curriculum and Wellbeing (*See Wellbeing Policy*).

1.2.14 Teach pupils about the awareness and understanding of Radicalisation and Extremism (*See The Prevent Duty Policy, Teaching of British Values Policy and Wellbeing Policy*). Staff are reminded to be vigilant of the signs of extremism (**Appendix 3**) and should refer all concerns to the DSL (**Appendix 7**).

1.2.15 Take all practicable steps to ensure that School premises are as secure as circumstances permit (*see Access to School Premises Policy and Supervision of Ancillary, Contracted and Unchecked Visitors Policy*).

1.2.16 Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the School or in the local area.

1.2.17 Have regard to guidance issued by the Secretary of State for Education (**DfE**) in accordance with section 157 of the Education Act 2002 and associated regulations.

1.2.18 Have regard to guidance issued by the Secretary of State for Education (**DfE**) in accordance with section 26 of the Counter-Terrorism and Security Act 2015 and Prevent Duty Guidance, Channel Guidance and Prevent Departmental Advice, 2015.

1.3 *Keeping Children Safe in Education, September 2018* stipulates that the inspection of independent schools will ensure that the Independent School Standard which concerns the welfare, health and safety of children is met.

2. The Designated Safeguarding Lead

2.1 The School's Governing Body has appointed one member of staff of the School's Senior Management Team with the necessary status and authority (**Designated Safeguarding Lead**) to be responsible for matters relating to child protection safeguarding and welfare. In this policy, reference to the **DSL** means Designated Safeguarding Lead. The DSL for the school is **Mrs Rosanna Frances, Assistant Head (Nick Young, Deputy Head during RF's maternity leave)**. The Designated Safeguarding Lead will ensure that there is always cover for their role (including for any out of hours / out of term activities) and that arrangements for cover are communicated clearly to staff.

2.2 The DSL shall be given the time, funding, training, resources and support to enable her to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.

2.3 Parents are welcome to approach the DSL if they have any concerns about the welfare of any child in the school. If preferred, parents may discuss concerns regarding their child or staff member in private with the Head who will notify the DSL in accordance with these procedures (**Appendix 5**). Should the concern be about the DSL the process of **Appendix 5** will be followed however the Head will inform the Deputy Safeguarding Lead and LADO. **The LADO for Borough of Bromley is Rita Dada.**

2.4 The names and contact details together with the main responsibilities of the Designated Safeguarding Leads are set out in **Appendix 1**.

2.5 The DSL and five Deputies have undertaken child protection training and training in inter-agency working within the Borough of Bromley, and will attend refresher training at two-yearly intervals.

2.6 This Policy applies to the whole School age range (3-18yrs) including the Early Years Foundation Setting ('EYFS'). The DSL has the responsibility for safeguarding within EYFS, contact details are set out in **Appendix 1**, and Mrs Vicky Fox (Head of EYFS) is also trained as a Deputy DSL within the EYFS.

2.7 The DSL ensures that an *E-Safety Policy* (with acceptable search filters) and *Mobile Device Acceptable use Policy* are in place within the school. The DSL also ensures that pupils and staff search history is monitored to ensure that children are kept safe when accessing the internet (*See E-Safety Monitoring Policy*)

2.8 Staff are reminded that the storing of images (specifically photos and videos) on personal mobile phones and cameras is prohibited. Staff are asked to read the *E-Safety Policy* paying particular attention to section 11 and the Staff Code of Conduct sections 12.7 and 12.8 which refer to staff mobile phone use in our school setting and in our EYFS environment. For ease of quick reference and clarity personal mobile phones and similar recording devices are not allowed in the EYFS environment at all.

2.9 As an EYFS registered setting, The DSL will inform Ofsted of allegations of abuse against people living or working at Farringtons as soon as practicable and within 14 days at the latest.

3. Duty of Employees, Governors and Volunteers

3.1 Every employee and Governor of the School as well as every volunteer who assists the School is under a general legal duty to:

3.1.1 Provide a safe environment in which children can learn

3.1.2 To protect children from abuse

3.1.3 To be aware of the School's Child Protection procedures and to follow them

3.1.4 **All Farringtons staff should be prepared to identify children who may benefit from early help. 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 should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment.**

3.1.5 To know how to access and implement the School's Child Protection procedures, independently if necessary (**Appendix 4 and 7**)

3.1.6 To keep a sufficient record of any significant complaint, conversation or event in accordance with this policy using MyConcern (Appendix 2)

3.1.7 To report any matters of concern to the DSL using MyConcern (Appendix 2)

3.1.8 To provide sufficient information to allow the DSL to make an immediate referral to children's social care if there is a risk of immediate serious harm to a child (**Appendix 8**).

3.2 The governors ensure that the School's safeguarding arrangements take into account the procedures and practice of the Bromley Safeguarding Children Board and its safeguarding partners. The Governing Body has nominated one of its members to manage child protection incidents on behalf of the Board and to liaise with external agencies where this is required. The nominated Governor is Richard Hinton, contact details are found in 8.1.1 and **Appendix 1**.

3.2.1 This policy is reviewed by the governor responsible for child protection and safeguarding on an annual basis.

3.2.2 The Governing Body receive an annual report from the DSL that gives an anonymous overview of the type of issues pupils at the school are dealing with in order to ensure there is focus and relevance to the training that governors and staff receive over the following academic year.

3.3 Training

3.3.1 All staff, including temporary staff and volunteers, will be provided with induction training that follows the guidance contained in *Keeping Children Safe in Education September 2018*.

3.3.2 This policy

3.3.3 The Staff Code of Conduct, Staff I.T. Acceptable Use Policy (AUP), E-Safety Policy and Pupil Behaviour Policy.

- 3.3.4 The identity of the DSL and Deputies (**Appendix 1**)
- 3.3.5 A copy of Part 1 of *Keeping Children Safe in Education September 2018*, which all staff are expected to read. School leaders and staff who work directly with children will also receive Annex A of *Keeping Children Safe in Education September 2018*.
- 3.3.6 An Understanding of the Types of Abuse (**Appendix 3**) with specific training on CSE, FGM and the risk of radicalisation, staff are made aware that the DSL has undertaken additional training within these areas and that further advice can be provided upon request. Staff are also provided with guidance on the signs of Abuse detailed in Appendix 3.
- 3.3.7 An understanding how to record incidents (**Appendix 2**) and how to report incidents (**Appendix 4 and 7**)
- 3.3.8 An understanding of what to do regarding allegations against pupils (**Appendix 6**)
- 3.3.9 An understanding of dealing with allegations against a member of staff, volunteer or the Head (**Appendix 5**)
- 3.3.10 An understanding of the process of a CAF Referral (**Appendix 8**)
- 3.3.11 An induction into the *Whistle Blowing Policy* for the School.
- 3.3.12 An induction into *The Prevent Policy* and *The Teaching of British Values Policy* are understood and followed.
- 3.3.13 All staff including the Head will receive a copy of this policy and Part 1 of *Keeping Children Safe in Education September 2018*, and will be required to sign the policy register to confirm that they have read these.
- 3.3.14 Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in wellbeing, physical indications, or comments which give cause for concern), and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children (EYFS Statutory Framework 3.6).
- 3.3.15 The Head, all staff members and the nominated Governor will undertake appropriate Child Protection training which will be refreshed every year in accordance with the advice of Bromley Safeguarding Children Board and its safeguarding partners.
- 3.3.16 The DSL, the Head and four other Deputies will undertake appropriate Child Protection training which will be refreshed every two years in accordance with the advice of Bromley Safeguarding Children Board.
- 3.3.17 Section 5.2 provides guidance on the Child Protection training that Visitors and contractors receive to the school site. (*See Access to School Premises Policy and Supervision of Ancillary, Contracted and Unchecked Visitors Policy*)

3.4 Early Help Assessment

3.4.1 Early help means providing support as soon as a problem emerges. As part of our area's local multi-agency safeguarding arrangements there are processes and services in place around the assessment and support of children who may benefit from early help.

3.4.2 An early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. Any frontline practitioner from any agency working with children, young people and families, including the voluntary and community sector, can undertake an early help assessment.

3.4.3 You might, therefore, act as the lead professional for an early help assessment, or be asked to participate in such an assessment. Whatever the case, you will need to work closely with other practitioners to decide whether the child and family would benefit from coordinated support from more than one agency.

4. Procedures

4.1 Complaints of abuse

4.1.1 Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this policy.

4.1.2 Safeguarding is everyone's responsibility and all cases of abuse should be reported to the DSL. If the DSL or deputies are not available, staff can make a referral to children's social care for children in need of help and children at risk of harm. Staff are reminded that should they have a concern regarding Child Exploitation, FGM or radicalisation they should contact the police immediately. Additional advice on referring FGM can be found in **Appendix 9** Contact details are found in 8.4 and 8.12.

4.1.3 The Child Protection training provided to staff considers the types and signs of abuse staff should be aware of. Further details are set out in **Appendix 3**.

4.1.4 If a member of staff is concerned that a pupil may be suffering harm, the matter should be referred to the DSL as soon as possible. If a member of staff suspects or hears a complaint of abuse, the procedures set out in **Appendix 4** and **Appendix 7** must be followed. Staff are reminded that if at any point there is a risk of immediate serious harm a referral should be made to children's social care immediately. In these circumstances anyone can make a referral to a statutory agency without parental consent, although it is best practice to go through the DSL or a Deputy DSL.

4.1.5 Staff are reminded that **Appendix 4, 5 and 6** provide guidance on how to listen to pupil's disclosures. Staff and pupils are also reminded that the schools *Independent Listener Policy* provides

information to pupils and parents of other members of the school community that pupils can speak to if they wish to talk to someone.

4.2. Action by the DSL

4.2.1 On being notified of a complaint or suspicion of abuse, the action to be taken by the DSL (**Appendix 1, 7 and 8**) will take into account

4.2.2 The local inter-agency procedures of the Bromley Safeguarding Children Board

4.2.3 The nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to children's social care or the police.

4.2.4 The child's wishes or feelings

4.2.5 Duties of confidentiality, so far as applicable

4.2.6 If there is room for doubt as to whether a referral should be made, the DSL will consult with children's social care on a no names basis without identifying the family (**Appendix 8**). However, as soon as sufficient concern exists that a child may be in need of help or at risk of significant harm, a referral to children's social care will be made without delay (and in any event within 24 hours) (**Appendix 8**).

4.2.7 If the initial referral is made by telephone, the DSL will confirm the referral in writing to the children's social care within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact the children's social care again.

4.3. Dealing with allegations against staff and volunteers

4.3.1 The School has procedures for dealing with allegations against staff and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are set out in **Appendix 5** and follow *Keeping Children Safe in Education September 2018 and Working Together to Safeguard Children 2018*).

4.3.2. Should staff or volunteers have concerns about the following:

- A member of staff has behaved in a way that has harmed a child or may have harmed a child (professional or private life)
- Possibly committed a criminal offence
- Indicates he/she would pose a risk of harm if they work regularly or closely with children
- The management of child protection or safeguarding within the School or about the systems in place to deal with these.

They have a duty to ensure that these are raised. These may also include concerns about attitudes or actions. These concerns should be raised with the Designated Safeguarding Lead. (See Whistleblowing Policy and Staff Code of Conduct)

4.3.3 Should a member of staff feel he/she cannot raise the concern with the DSL, he/she can contact the Deputy DSLs, the Head, the Bursar or Assistant Bursar, the Chair of Governors, the MIST

General Secretary, the LADO (Local Authority Designated Officer) or the NSPCC Whistleblowing Helpline. **(Section 8 of this policy)**

4.3.4 Should a member of staff feel he/she cannot raise the concern with the Headmistress, or the concern is about the Headmistress, he/she can contact the Chair of Governors, the MIST General Secretary, the LADO (if the concern relates to the behaviour of a member of staff or other adult) or the NSPCC Whistleblowing Helpline.

4.3.5 A member of staff with concerns about child protection practice in the School has a responsibility to contact one or more of the people identified in Section 8.

4.4. Peer on Peer Abuse

4.4.1 There is no clear boundary between incidents that should be regarded as peer on peer abuse and incidents that would be considered as bullying, sexual experimentation, etc. Staff should use their professional judgement in these matters. However, we would consider a child or young person's behaviour as being abusive if:

- there is a large difference in power between the young people concerned (e.g. age, size, ability, development); or
- the perpetrator has repeatedly tried to harm one or more other children; or
- there are concerns about the intention of the alleged perpetrator.

4.4.2 There are many forms of abuse which may occur between peers. Staff need to be aware of the following;

- Physical abuse which causes physical harm to another person.
- Sexual abuse/sexually harmful behaviour which includes inappropriate sexual language and touching.
- Bullying, including aggressive verbal and physical behaviour which is repetitive and where there is an imbalance of power.
- Cyber bullying which is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook, Instagram and Twitter to threaten or intimidate. Abuse can take place wholly online or technology can be used to facilitate offline abuse.
- Sexting. Making, possessing and distributing sexual imagery of someone under 18 which is 'indecent' is **illegal**. This includes imagery of the young person themselves if they are under 18.
- Initiation / hazing type violence and rituals.
- Teenage relationship abuse which is defined as a pattern of actual or threatened acts of physical, sexual and/or emotional abuse perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. The perpetrator uses a pattern of violent and coercive behaviour in order to gain power and maintain control over the victim.
- Prejudiced behaviour, which refers to a range of hurtful behaviour, physical, emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised and which is connected with prejudices around belonging, identity and equality in wider society. This particularly refers to prejudices due to disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life and sexual identity.

4.4.3 The school employs preventative strategies to reduce the risk of peer on peer abuse. This structure also helps the School to provide safe places where children can be listened to and where they might have the opportunity to discuss possible early help. These include:

- The School has an open environment where pupils feel safe.
- The School has a dedicated Pastoral care team, including the DSL, Deputy Safeguarding Leads, and Pastoral leaders.
- The School Counsellor is in-house and supports pupils on a regular basis.
- The School has separate weekly Wellbeing lessons which give pupils a forum to talk openly about any difficulties they may have and discuss issues which may affect them.
- The School Nursing Service visits regularly to teach pupils about Healthy Relationships and can offer 1:1 bespoke sessions when a particular need is identified.
- There is a clear behaviour management system in the school to support pupils, which includes rewards and sanctions.
- There is a specific email address for pupils who wish to report concerns without speaking to staff.

4.4.4 When an allegation is made by a pupil against another, members of staff should treat it as a safeguarding concern. As such, it should be recorded on MyConcern.

4.4.5 Both the victim and perpetrator will be offered support. A support plan will be put into place. The School will identify whether the young people need support from the school's pastoral team, including the school counsellor. The School may complete a CAF to ensure that outside services are made available to the child or young person. A referral to outside agencies, including CAMHS or the Child Sexual Exploitation Team may be a requirement in the case of sexually harmful behaviour. In cases of bullying, the School will ensure that there is a consequence for this behaviour, including restorative justice, if appropriate.

4.4.6 Staff must be clear in their understanding and dealing with peer on peer abuse. It must always be taken seriously and should never be tolerated or passed as mere 'banter' or 'having a laugh'.

4.5. Missing Child Procedures

4.5.1 All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. *(Please see the School's Missing Pupil (Day and Boarder) Policy for further details).*

4.6 Informing Parents

4.6.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the Headmistress, the LADO, children's social care and / or the police before discussing details with parents.

4.6.2 See also section 3 of **Appendix 5** for details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the Head at the School.

5. Secure School Premises

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

5.2 The School keeps a Visitors' Book at Reception. All visitors must sign in on arrival and sign out on departure and are supervised whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises. Child Protection training will be given to contractors by the DSL or in her absence the Assistant Bursar (HR). (See *Access to School Premises Policy and Supervision of Ancillary, Contracted and Unchecked Visitors Policy*);

5.3 All visitors to the boarding houses must report to the duty member of staff immediately on arrival, and must observe the necessity to be kept under sufficient staff supervision during their visit.

6. Confidentiality and Information Sharing

6.1 The School will keep all child protection records confidential. Reference to child protection incidents will be made on MyConcern and all documentation recorded will be kept securely allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of *Working Together to Safeguard Children*, September 2018.

6.2 All staff in school understand the importance of maintaining confidentiality and the consequences of any breach.

6.3 When a child moves school, the DSL is responsible for ensuring that a safeguarding record is transferred for the attention of the DSL at the receiving educational establishment. The record will be transferred in what the school considers to be the most secure and appropriate manner to minimise the risk of any data breach.

6.4 If there are concerns that the child does not have a school place elsewhere or that alternative education arrangements have not been made, then the DSL will follow the Children Missing From Education Procedure.

6.5 The school which the child attends until statutory school leaving age (or the setting where the pupil completed sixth form/FE studies) is responsible for retaining records until the child reaches the age of 25 years. This retention is set in line with the Limitation Act 1980 which allows that a claim can be made against an organisation by minor for up to 7 years from their 18th birthday. Records should then be shredded, with a record of this being done, the date, and why.

6.6 Where allegations have been made against a member of staff, or person living on premises, the School will consult with the LADO, OFSTED and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom (Appendix 5).

7. Monitoring

7.1 Any child protection incidents at the School will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governors. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures.

7.2 In addition, the DSL will ensure that this policy is reviewed **annually** and its procedures and implementation are updated and reviewed regularly, working with the Governors as necessary.

7.3 The Governors will undertake an annual review of this policy and its procedures including good cooperation with local agencies and of the efficiency with which the relevant duties have been discharged.

7.4 The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.

7.5 The welfare of the pupils will be monitored following the school *Welfare Policy*.

8. Contacts

8.1 **The details of the LADO (Local Authority Designated Officer) are as follows:**

LADO - Rita Dada: 020 8461 7669

DLADO: Sharon Brown: 020 8313 4238

Main Office no in case of emergency: 020 8313 4325

8.1.1 **The details for the Governor with responsibility for Safeguarding and Child Protection are as follows:**

Richard Hinton – 07590604435

8.1.2 **The details for the Chair of Governors are as follows:**

Tony Harris – tonyharris@hotmail.com

8.1.3 **The details for the General Secretary of MIST are as follows:**

David Humphreys – 020 7935 3723 or via email at gensec@methodisteducation.co.uk

8.1.4 **The details for the DfE dedicated telephone helpline for non-emergency advice for teachers and governors are as follows:**

Telephone: 020 7340 7264

8.2 **The telephone number of the Children's Social Care departments that pupils from Farringtons School are resident in are as follows:**

8.2.1 Bromley – 020 8461 7373 – 020 8461 7379 Out of hours: 0300 303 8671

Email – mash@bromley.gov.uk

8.2.2 Bexley – 020 8303 7777

8.2.3 Croydon Social services 020 8726 6400

8.2.4 Greenwich – 020 8921 3172

8.2.5 Kent Social Services 08458 247 100

8.2.6 Lewisham – 020 8314 6660

8.3 The following telephone numbers may be useful for pupils:

8.3.1 Bromley Child and Adolescent Mental Health Services (CAMHS): 020 8466 9988 (Pheonix Road) / 020 8315 4430 (Newman Road)

8.3.2 Bromley Youth Counselling Service (Bromley Y): 020 8464 9033

8.3.3 Childline 0800 1111

8.3.4 NSPCC 0808 800 5000

8.3.5 Ofsted's Whistleblower Hotline 0300 123 3155

8.3.6 The Children's Commissioner 0800 528 0731 or via email
advice.team@childrenscommissioner.gsi.gov.uk

8.3.7 The NSPCC Whistleblowing Helpline can be contacted on 0800 028 0285 or via email
at help@nspcc.org.uk

8.3.8 UK Council for Child Internet Safety (UKCCIS): Sexting in Schools and Colleges (website only)
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

8.4 Local Police:

8.4.1 Youth Police Team Farringtons Schools allocated Officers:

PC Bruce Anton and PC Matt Novelle: 020 8284 8847

8.4.2 Police Youth Offending Team allocated Officer: Lorraine Bedford 020 3045 5056

PY-SchoolBromleyOffice@met.pnn.police.uk

8.5 Bypass (alcohol and substance service) 020 8460 9952 or email: Bromley@kca.org.uk

8.6 Young Minds: 0808 802 5544

8.7 NSPCC: 0808 800 5000

8.8 CEOP (Child Exploitation and On-Line Protection): 0870 000 3344 (or 999 in an emergency)

8.9 Education welfare Service: 0208 313 4152

Education welfare service (Bexley) 020 8303 7777 or email:

educationwelfare@bexley.gov.uk

8.10 Tracy Lewis (Safeguarding training): 0208 461 7799

8.11 Concerns related to Extremism can be made to the following:

8.11.1 The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.

8.11.2 The Prevent Engagement Officer for Bromley – Robert Affleck (07775036482).

Email: Robert.P.Affleck@met.police.uk

8.11.3 Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

8.12 Concerns related to Female Genital Mutilation (FGM) can be made to the following:

8.12.1 Staff should contact the Police immediately on 999 or 101 if they are informed that FGM has been carried out. They should also inform the DSL who will then inform Social Services.

8.12.2 If a member of staff suspects FGM has been carried out or considers a girl is at risk they should follow school safeguarding procedures. They can also raise concerns with regards to FGM to the following:

8.12.3 Project Azure, Metropolitan Police (02071612888) or email: projectazure@met.police.uk

8.12.4 NSPCC Female genital Mutilation (FGM) helpline (0800 0283550)

8.12.5 Dr Comfort Mormoh (MBE) FGM Specialist (020 7188 7188)

8.12.8 **Appendix 9** provides additional guidance on referring FGM.

9. Boarding

9.1.1 Staff with responsibilities for Boarding are provided with guidance on the following additional areas:

9.1.2 The Entertainment of Boarders and Boarders Parties Policy

9.1.3 The Boarding Pupils Relationships Policy

9.1.4 The Sex and Relationships Policy

9.1.5 The Corporal Punishment Policy

9.1.6 The Independent Listener Policy

9.1.7 The Pupil Welfare (Day and Boarding) Policy

9.1.8 The Restraint Policy

9.1.9 The Self Harm and Suicide Policy

9.1.10 Drugs, Alcohol, Tobacco and Substance Abuse Policy

9.1.11 The Eating Disorders Policy

9.1.12 Conducting a Search Policy

9.2 Boarding staff are also given greater understanding of **Appendix 6** Allegations against Pupils and **Appendix 3** section 2 on identifying the signs of abuse.

10. Looked After Children

10.1.1 The school will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by the local authority. This includes ensuring that the Assistant Head (Pastoral and Boarding) as the designated member of staff has responsibility for their welfare and progress, and has up to date assessment information from the local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers.

11. Pupils over the age of 18

11.1 The school will ensure that vulnerable adults live a life free from fear, are treated with respect and are not forced to do anything against their will.

11.1.2 A vulnerable adult is a person aged 18 years or over who may be unable to take care of themselves or protect themselves from harm or exploitation. Pupils over the age of 18 may be vulnerable due to mental health problems, learning or physical disabilities.

11.2 Staff will be aware of many of the signs abuse listed in **Appendix 3**. However forms of adult abuse include:

11.2.1 physical abuse e.g. hitting or pushing

11.2.2 psychological abuse e.g. making threats, humiliating

11.2.3 financial abuse e.g. theft, misuse of property, cash or benefits

11.2.4 sexual abuse e.g. sexual acts that the vulnerable person does not consent to

11.2.5 neglect e.g. ignoring a vulnerable person's medical needs

11.2.6 discriminatory abuse e.g. abusing someone because of their race or sexuality

11.2.7 Forced marriage is a form of child / adult / domestic abuse and where a vulnerable adult is threatened with or is the victim of a forced marriage the case will be dealt with under adult safeguarding procedures

11.3 If a member of staff is concerned that a pupil over 18 may be suffering harm, the matter should be referred to the DSL as soon as possible. If a member of staff suspects or hears a complaint of abuse, the procedures set out in **Appendix 4** and **Appendix 7** must be followed.

11.4 On being notified of a complaint or suspicion of abuse of a pupil over 18, the DSL will act in accordance with section 4.2 of this policy, however referrals will be made to the relevant local authority adult social care.

12 Farringtons School Policies Related To Child Protection and Safeguarding

12.1 Child Protection and Safeguarding guidelines are one of the key foundations for all areas of our school policies. The policies listed below are not a complete list but will add important detail to a number of the main themes within this policy.

12.2 Staff Behaviour and Code of Conduct Policy

12.3 Welfare Policy

12.4 Whistleblowing Policy

12.5 Safer Recruitment Policy

12.6 Behaviour Policy

12.7 E-Safety Policy

Appendix 1. The Designated Safeguarding Lead

1 The DSL for the School site is:

1.1.1 Mrs Rosanna Frances (Assistant Head Pastoral and Head of Boarding), who may be contacted on **020 8467 0256**. (Nick Young Deputy Head during RF's maternity leave, as detailed below)

1.1.2 The school also has five Deputy Safeguarding Leads, they are as follows:

1.1.3 Mrs Dorothy Nancekievill (Head) who may be contacted on **020 8467 0256, Ext 2000**

1.1.4 Mr Jack Charlton (Head, Junior School) who may be contacted on **020 8467 0256 Ext 3000**

1.1.5 Mr Nick Young (Deputy Head) who may be contacted on **020 8467 0256 Ext 2101**

1.1.6 Mrs Vicky Fox (Head of EYFS) who may be contacted on **020 8467 0256 Ext 4029**

1.1.7 Mr Lee Garwood (Assistant Head Curriculum) who may be contacted on **020 8467 0256 Ext 3036**

1.1.8 The school has appointed a Governor with responsibility for Safeguarding and Child Protection, his name is Mr Richard Hinton who may be contacted on **07590 604 435**

2. **The main responsibilities of the DSL are:**

2.1 To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection and to provide support, advice and expertise on all matters concerning safeguarding.

2.2 To co-ordinate the child protection procedures in the School and to review and update regularly the procedures and implementation of the procedures, working with the Governors as necessary.

2.3 To ensure that all members of staff and volunteers receive the appropriate training on child protection and safer recruitment procedure and to keep and maintain records of this training.

2.4 To link with Bromley Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

2.5 To advise and act upon all suspicion, belief and evidence of abuse reported to her.

2.6 To liaise with the Local Authority Designated Officer (LADO), children's social care and other external agencies on behalf of the School, including the police, the Disclosure and Barring Service and Teaching Regulation Agency.

2.7 Keep the Head informed of all actions unless the Head is the subject of a complaint (see **Appendix 5** for the procedures for dealing with allegations against staff).

2.8 To monitor the keeping, confidentiality and storage of records in relation to child protection and where a child leaves, ensure his / her child protection file is copied for the new school as soon as possible and transfer it separately from the main pupil file.

2.9 To monitor records of pupils in the School who are subject to a child protection plan to ensure that this is maintained and updated as notification is received

2.10 To liaise with other professionals to ensure that children who are subject to child protection plans are monitored and, where appropriate, to take part in child protection conferences or reviews.

2.11 If the DSL is unavailable, the role will be carried out by one of the five deputies.

2.12 *Keeping Children Safe in Education, September 2018* also provides that the broad areas of responsibility for the DSL are:

3. Managing referrals

3.1.1 Refer all cases of suspected abuse to the local authority children's social care and:

3.1.2 The LADO for child protection concerns (all cases which concern a staff member);

3.1.3 Disclosure and Barring Service and the Teaching Regulation Agency (cases where a person is dismissed or left due to risk/harm to a child); and/or

3.1.4 Police (cases where a crime may have been committed). Liaise with the Head to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

3.1.5 Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

4. Training

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

4.1.2 Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

4.1.3 Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

4.1.4 Ensure each member of staff has access to and understands the school's *Child Protection Policy* and procedures, especially new and part time staff.

4.1.5 Be alert to the specific needs of children in need, those with special educational needs, disabilities and young carers.

4.1.6 Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These may include:

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

4.1.7 Be able to keep detailed, accurate, secure written records of concerns and referrals.

4.1.8 Obtain access to resources and attend any relevant or refresher training courses.

4.1.9 Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

5. Raising Awareness

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

5.1.2 Ensure the School's *Child Protection Policy* is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

5.1.3 Ensure the *Child Protection Policy* is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School.

5.1.4 Link with the local LSCB, and their new safeguarding partners during the transition in the LSCB structure, to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

5.1.5 Where children leave the School ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

Appendix 2

MyConcern can be accessed at <https://myconcern.education>.

Staff should login and raise a concern using the Report a Concern icon.

The screenshot shows the 'Report a Concern' form on the MyConcern website. The page header includes the 'myconcern' logo, 'Demonstration School (8234321)', the user 'MP Baker', and 'Options'. The navigation bar has 'Report a Concern', 'My Concerns', and 'Resources'. A search bar is also present. The form itself has the following fields and options:

- Name(s) of Pupil(s)**: A text input field with a search icon. A tooltip above it says: "Start typing a name and PAUSE - then click on the relevant name(s) from the drop down list".
- Concern Summary**: A text input field with the example text "e.g. Andrew came into school this morning with a bruise on his arm."
- Send Concern to**: A dropdown menu currently showing "Designated Safeguarding Lead(s) - Group".
- Concern Date/Time**: An empty text input field.
- Details of Concern**: A text input field with the text "There is no need to repeat the Concern Summary."
- Is this urgent?**: A checkbox labeled "If YES, please check this box." which is currently unchecked.
- Action taken**: An empty text input field.
- Attachments**: A file upload area with a "Browse..." button. Below it is a note: "Please attach any relevant documents, images or other media."

At the bottom of the form is an orange "Submit Concern" button. In the bottom right corner of the page, there is a link for "Activate W" and "Go to Settings".

Appendix 3. Types and signs of abuse

1. Types of abuse

1.1 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. They may be abused by an adult or adults or another child or children. It is also important to recognise the potential vulnerabilities of children with special educational needs, disability or other specific individual circumstances that may put them at an increased risk. *Keeping Children Safe in Education* defines the following types of abuse,

1.2 **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.

1.3 **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.

1.4 **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.

1.5 **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.

1.6 *Keeping Children Safe In Education September 2018* also acknowledges the following as specific safeguarding issues:

1.6.1 **Child sexual exploitation:** 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. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

1.6.2 **Female genital mutilation:** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a

community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the Multi-Agency Practice Guidelines (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>). Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Staff are reminded that if they have any concerns regarding FGM they should contact the police and the school DSL. The contact information can be found in 8.13.

1.6.3 Risk of Radicalisation: The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

1.6.4 Farringtons School acknowledges that general risks affecting children and young people may vary from area to area, and according to their age. Farringtons School will undertake a risk assessment (*See The Prevent Duty Policy Appendix 1*) to identify risks within a given local context. It is important that these risks are understood so that staff can respond in an appropriate and proportionate way.

1.6.5 Farringtons School understands the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people through the use of social media and the internet. The DSL will work closely with the local authorities and seek advice from local police with regards to the contextual information to help understand the risks in the local area. The school *E-Safety Policy* and *E-Safety Monitoring Policy* helps to protect and monitor pupils and staff access to the internet.

1.6.4 Farringtons School acknowledges that there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing 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. Children at risk of radicalisation may display different signs or seek to hide their views. Farringtons school staff should use their professional judgement in identifying children who might be at risk of radicalisation and refer them to the DSL (**Appendix 7**).

1.6.5 Farringtons School notes that even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern, staff should ensure they understand that any concern regarding radicalisation should be referred directly to the DSL (**Appendix 7**).

1.6.6 Staff are reminded to consult *The Prevent Duty Policy* for further guidance and to remember that with radicalisation concerns, when there are reasonable grounds to believe that a child is at risk of significant harm, parental consent is not necessarily required to make a referral.

2. Signs of abuse

2.1 All school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

2.2 The following may help staff to be aware of possible signs of abuse – The Bromley Safeguarding Children Board can provide advice on the signs of abuse and the NSPCC website is also a good source of information and advice. However, such lists are not exhaustive - if staff members are unsure they should always seek advice and report concerns even where signs / indicators are not present.

2.3 Physical Abuse

- Unexplained injuries / burns
- Untreated injuries
- Bruises / abrasions around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

2.4 Emotional Abuse

- Excessive overreaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance / aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

2.5 Sexual Abuse and exploitation

- Sexual awareness inappropriate to child's age, including provocative sexual behaviour
- Self-harm
- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or school performance
- Fear of undressing for gym
- Depression / withdrawal
- Drug, alcohol, substance abuse

2.6 Neglect

- Constant hunger, tiredness and / or poor personal hygiene
- Untreated medical problems

- Destructive tendencies
- Social isolation
- Poor self-esteem and / or relationship with peers
- Excessive rocking, hair twisting, thumb sucking

2.7 Missing Children

A child going missing from an education setting is a potential indicator of abuse and neglect. Staff should treat prolonged or repeated absence, or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly. (*See Attendance Policy*).

2.8 Radicalisation

2.8.1 Staff are reminded that the above signs of abuse could also be a sign of radicalisation. Staff are reminded to refer to The Prevent Duty Policy for guidance and to undertake the *Government Online Channel General Awareness Training Module*

2.9 In addition to the above staff are also expected to ensure they have an understanding of and are aware of the signs of the following:

2.9.1 Bullying including cyberbullying (See Anti Bullying and Cyber Bullying Policy)

2.9.2 Children missing in education (CME) (see Whole School Attendance Policy)

2.9.3 Child missing from home or care

2.9.4 Child sexual exploitation (CSE) – and Annex A

2.9.5 Domestic violence

2.9.6 Drugs

2.9.7 Fabricated or induced illness

2.9.8 Faith abuse

2.9.9 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 Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk.

- 2.9.10 Gangs and youth violence
- 2.9.11 Gender-based violence/violence against women and girls (VAWG)
- 2.9.12 Hate
- 2.9.13 Poor Mental health
- 2.9.14 Missing children and adults strategy
- 2.9.15 Private fostering – children under 16 not being looked after by a close family relative for more than 28 consecutive days. Where this is known to be the case at Farringtons the Designated Safeguarding Lead will contact the family and the most appropriate safeguarding external agencies.
- 2.9.16 Relationship abuse
- 2.9.17 Sexting (see appendix 6 for further information)
- 2.9.18 Trafficking
- 2.9.19 Peer on Peer abuse (see appendix 6 for further information)
- 2.9.20 Teenage Relationship abuse

Appendix 4. Guidance for staff on suspecting or hearing a complaint of abuse

1. Action staff must take

1.1 A member of staff suspecting or hearing a complaint of abuse:

1.1.1 Must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place or start any form of investigation;

1.1.2 Must not ask leading questions, i.e. a question which suggests its own answer;

1.1.3 Must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the DSL who will ensure that the correct action is taken; and

1.1.4 Must keep a sufficient written record of the conversation. The record should be recorded on MyConcern it should include:

1.1.5 The date and time;

1.1.6 The place of the conversation;

1.1.7 The essence of what was said and done by whom and in whose presence.

1.2 All evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be safeguarded and preserved and passed to the DSL.

1.3 All suspicions or complaints of abuse must be reported to the DSL as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in **Appendix 5** should be followed. If there is a risk of immediate serious harm to a child and it is not possible to report to one of the DSLs, a referral should be made to children's social care immediately.

1.4 Early Help Assessment

1.4.1 Early help means providing support as soon as a problem emerges. As part of our local multi-agency safeguarding arrangements there are processes in place around the assessment of children who may benefit from early help.

1.4.2 An early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. Any frontline practitioner from any agency working with children, young people and families, including the voluntary and community sector, can undertake an early help assessment.

1.4.3 Staff might, therefore, act as the lead professional for an early help assessment, or be asked to participate in such an assessment. Whatever the case, the member of staff will need to work closely with other practitioners to decide whether the child and family would benefit from coordinated support from more than one agency.

Appendix 5. Dealing with allegations against members of staff, volunteers or the Head

1. The School's procedures

1.1 The School's procedures for dealing with allegations made against staff will be used where the member of staff or volunteer has:

1.1.1 Behaved in a way that has harmed a child, or may have harmed a child;

1.1.2 Possibly committed a criminal offence against or related to a child; or

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

1.2 Any allegations not meeting this criterion will be dealt with in accordance with the Bromley Safeguarding Children Board procedures. Advice from the LADO will be sought in borderline cases.

1.3 All such allegations must be dealt with as a priority so as to avoid any delay.

2. Reporting an allegation against staff or volunteer

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

2.2 Where an allegation or complaint is made against the Head, the matter should be reported immediately to the Chair of Governors, or in his / her absence the Deputy Chair, without first notifying the Head. Again, the allegation will be discussed immediately with the LADO before further action is taken.

2.3 If it is not possible to report to the Head or Chair of Governors in the circumstances set out above, a report should be made immediately to one of the DSLs. The DSL will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Chair of Governors.

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

3. Disclosure of information

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

3.2 The parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process.

3.3 Where the LADO advises that a strategy discussion is needed, or the police or children's social care need to be involved, the case manager will not inform the accused or the parents or

carers until these agencies have been consulted and it has been agreed what information can be disclosed.

3.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4. Action to be taken against the accused

4.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available for the individual, as appropriate.

4.2 Where an investigation by the police or children's social care is unnecessary, the LADO will discuss the steps to be taken with the case manager. The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person's services in the future.

4.3 It may be necessary to undertake further enquiries to determine the appropriate action. If so, the LADO will discuss with the case manager how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the Bromley Safeguarding Children Board.

4.4 Suspension

4.4.1 Suspension will not be an automatic response to an allegation and will only be considered in a case where:

4.4.2 There is cause to suspect a child or other children at the School is or are at risk of significant harm.

4.4.3 The allegation is so serious that it might be grounds for dismissal.

4.4.4 Suspension will not be automatic and consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children. The LADO will be contacted for advice if necessary.

4.4.5 A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided.

4.4.6 If a member of boarding staff is suspended pending an investigation of a child protection nature, arrangements will be made for alternative accommodation away from children.

4.5. Criminal proceedings

4.5.1 The School will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

4.6. Return to work

4.6.1 If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and / or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the child[ren] who made the allegation.

5 Ceasing to use staff

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

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

5.3 Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the Teaching Regulation Agency should be made.

6 Timescales

6.1 All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Head should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, it should be held within 15 working days.

7. Unsubstantiated or malicious allegations

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

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

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

8. Record keeping

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

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

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

Appendix 6. Allegations against pupils

1. Introduction

1.1 At Farringtons School we believe that all children have a right to attend School and learn in a safe environment. Children should be free from harm by adults in the School and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the *School's Behaviour Policy*. Occasionally, allegations may be made against pupils by others in the School which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

1.2 The allegation:

1.2.1 Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;

1.2.2 Is of a serious nature, possibly including a criminal offence;

1.2.3 Raises risk factors for other pupils in the school;

1.2.4 Indicates that other pupils may have been affected by this pupil;

1.2.5 Indicates that young people outside the school may be affected by this pupil.

1.3 Examples of safeguarding issues against a pupil could include:

1.4 Physical Abuse

1.4.1 Violence, particularly pre-planned;

1.4.2 Forcing others to use drugs or alcohol.

1.5 Emotional Abuse

1.5.1 Blackmail or extortion;

1.5.2 Threats and intimidation.

1.6 Sexual Abuse

1.6.1 Indecent exposure, indecent touching or serious sexual assaults;

1.6.2 Forcing others to watch pornography or take part in sexting.

1.7 Sexual Exploitation

1.7.1 Encouraging other children to attend inappropriate parties;

1.7.2 Photographing or videoing other children performing indecent acts;

1.7.3 Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence. On occasion, some pupils will present a safeguarding risk to other pupils. These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

1.8 When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

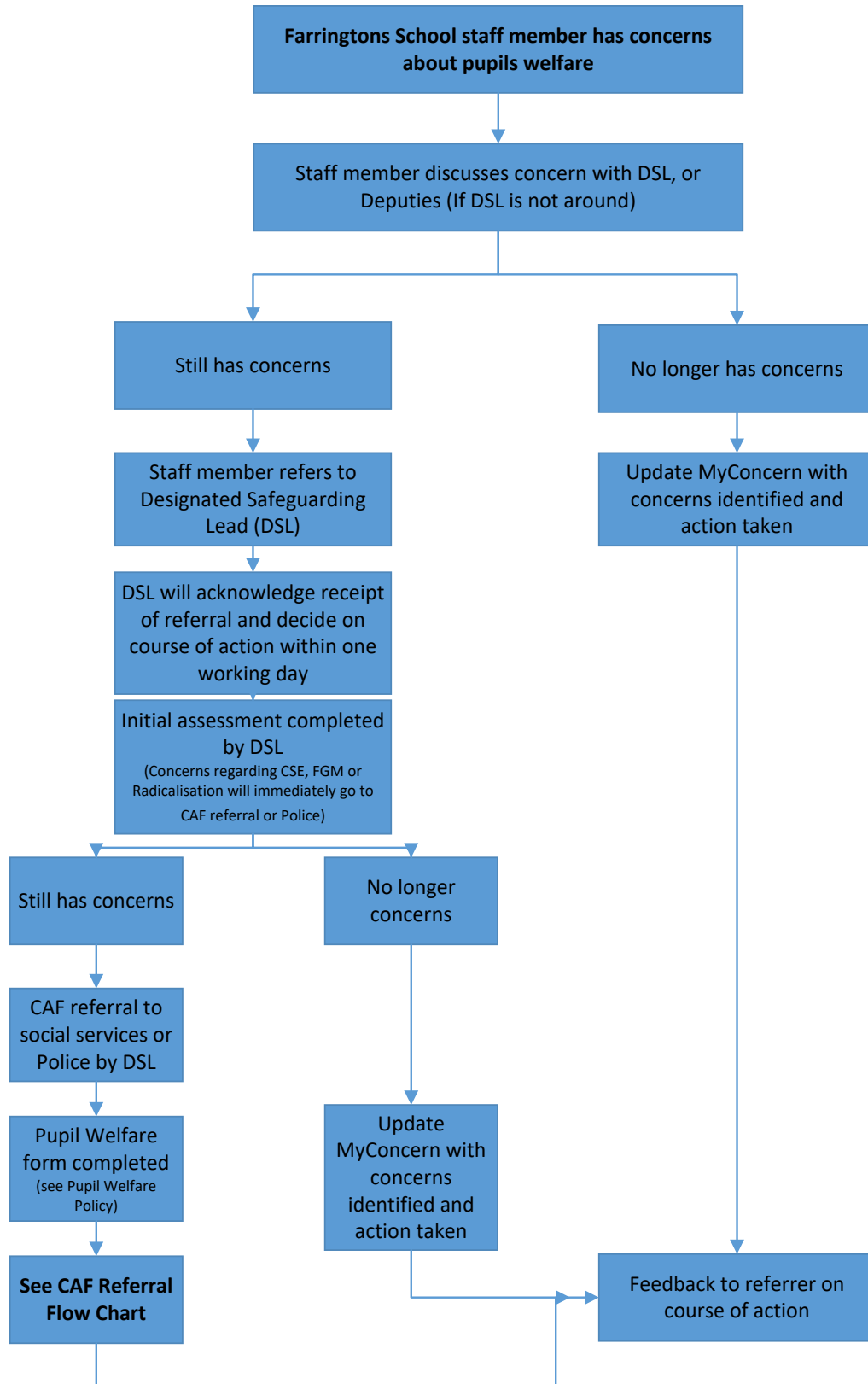
1.9 A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. Where a pupil is at risk of significant harm, the DSL will contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

1.10 The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). It may be appropriate to suspend the pupil being complained about for a period of time according to the *School's Behaviour Policy* and procedures. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The School will take advice from children's social care and take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

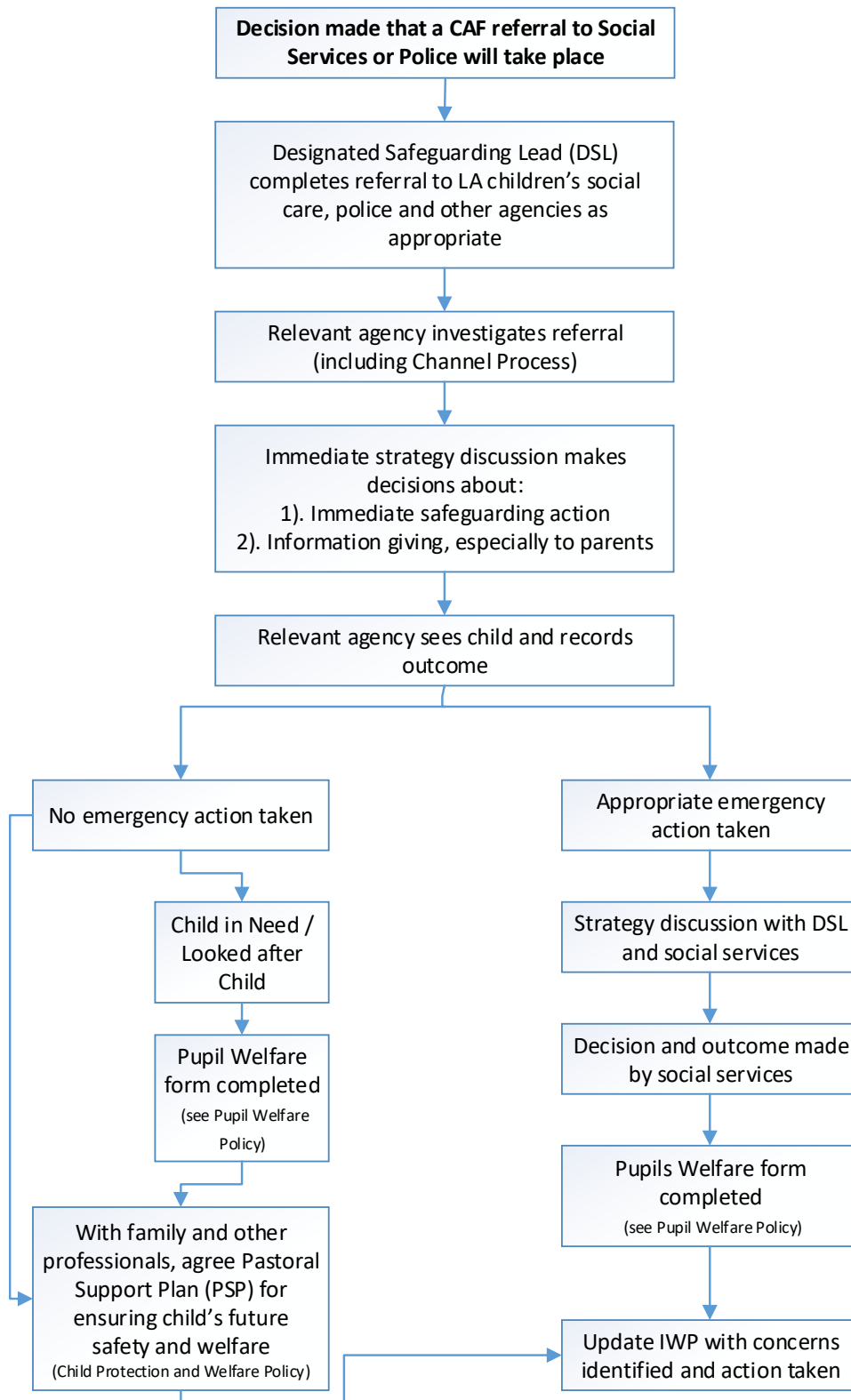
1.11 The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

1.12 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 children's social care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to suspend him / her during the investigation.

Farringtons School Child Protection and Safeguarding Referral Flow Chart



Farringtons School Urgent Action to Safeguard Children (CAF Referral) Flow Chart



Annex A – FGM mandatory reporting process map

This process map is intended to demonstrate where the FGM mandatory reporting duty fits within existing processes. It is not intended to be an exhaustive guide, and should be considered in the context of wider safeguarding guidance and processes.

