



**DANESHILL SCHOOL**

**SAFEGUARDING AND CHILD PROTECTION  
POLICY**

**This policy applies to all parts of Daneshill School including  
The Early Years Foundation Stage.**

**Created: April 2014  
Last Reviewed: September 2022  
Next review date: September 2023**

# STATEMENT OF INTENT

- This policy gives due regard to the following DfE guidance:
  1. *Keeping Children Safe in Education* (September 2022) (KCSIE)
    - i. KCSIE incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (last updated June 2018)
    - ii. KCSIE also refers to the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015)
  2. *Working Together to Safeguard Children* (August 2018) (WT)
  3. *Information Sharing Advice for safeguarding Practitioners* (July 2018)
  4. *Sexual Violence and Sexual Harassment between children in Schools and Collages* (May 2018)
  5. *Prevent Duty Guidance: for England and Wales* (Revised July 2015) (*Prevent*). *Prevent* is supplemented by non-statutory advice and a briefing note:
    - i. *The Prevent duty: Departmental advice for schools and childminders* (June 2015)
    - ii. *The use of social media for on-line radicalisation* (July 2015)
- This policy also gives due regard to the locally agreed interagency procedures. i.e the processes that will be put in place after contacting the Hampshire Children Services so that the child in question will be effectively safeguarded. Three safeguarding partners (local authority, police and health via the Clinical Commissioning group) continue to agree on a strategy for this.
  - Hampshire Children Services Tel 03005551384
  - Out of Hours Tel 0300 5551373
  - LADO  
01962876364/<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/allegations>
- The safety and well-being of all our pupils at Daneshill School is our highest priority and we will always act in the best interests of the child.
- Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety.
- We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual.
- All pupils should care for and support each other.
- In light of the bullet points above (and the relevant daily pastoral practices) the school and all its members are committed to ensuring that the safety and well-being of all children is made the highest priority. This policy focused predominantly on 'children at risk' from abuse but this does not reduce the importance of protecting 'children in need'. The school will remain vigilant of all factors affecting children's happiness and well-being, e.g. their mental health or their attendance at school.
- The arrangements described in the policy must be implemented fully in practice.

- The policy also covers broader safeguarding duties such as making reports to the Disclosure and Barring Service (DBS) and pre-appointment checks on volunteers, staff of contractors, and other individuals that are not school staff or supply staff which must be completed according to the requirements set out in KCSIE.

## **TRANSPARENCY - RAISING AWARENESS WITH PARENTS**

Daneshill School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection, are on our website, and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential.

## **PROMOTION OF WELFARE - RAISING AWARENESS WITH PUPILS**

The ethos of Daneshill School is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults. All our pupils take part in a number of charitable activities. We see this as making an important contribution towards the development of the whole person, who grows up to value society and to expect to make a personal contribution towards others.

We foster an open communication channel between pupils and adults at the school. This is created by making the form tutor role high profile, discussing safety and support regularly in assemblies and PSHE and by conducting regular individual chats between pupils and their tutors. Therefore, children have ample opportunity to discuss any concerns with a trusted adult. All pupils know that there are adults to whom they can turn if they are worried, including their form tutor, the Headmaster or another member of staff they feel comfortable to share any concerns with. Alternatively, they are all made aware, should they prefer an objective listener, of the contact details for ChildLine and friend of the school, Reverend Tara Hellings.

In a recent poll taken by NSPCC, 90% of children who disclosed something to an adult had a negative experience. It is therefore imperative that adults in the school community allow children to speak in a safe place, ensure they are listened to, believed and that we are taking this seriously.

The PSHE/RSE and assembly rota explicitly teach children to stay safe and build resilience (via the promotion of a growth mind-set). The threat of radicalisation (given the demographic of the school) is taught through a general awareness of themes such as extremism, terrorism and tolerance and how radical thought is contrary to British values that we should all hold dear.

## **CYBERBULLYING - PREVENTATIVE MEASURES**

Mr McDonald (Deputy Headmaster and DSL), Becky Gibson-James (Head of Pre-Prep and Assistant DSL) and Mr Massey (Headmaster and Assistant DSL) take joint responsibility for online safety. The ICT curriculum (as well as PSHE and assembly rota) teaches children to stay

safe online. Online safety training is required from all staff and governors. Workshops are also available to parents on an annual basis, with notes circulated to those unable to attend. The children are made aware of the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. This is also covered in the Speak Out and Stay Safe course, provided by NSPCC.

## **Abuse can take place wholly online or technically may be used to facilitate online abuse.**

*This section is especially relevant when considering the increased online learning from home.*

There are three recognised areas of risk online:

- **content:** being exposed to illegal, inappropriate or harmful material;
- **contact:** being subjected to harmful online interaction with other users; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.

On-site, we prevent exposure to these areas of harm with the following measures:

- Every year group is taught about e-safety through the ICT curriculum which covers blocking, removing contacts from 'buddy lists', use of social media and sharing personal data. Rules regarding Responsible Internet Use are clearly displayed.
- An internet filtering system (for all pupil log-ins) which blocks all inappropriate content but not to the detriment of effective teaching and learning.
- A total ban on all personal mobile devices (unless children need a mobile for after-school logistics, in which case the phone should be kept in the school office for the day) with the wifi being inaccessible to any user without the appropriate security details.
- All ICT based activities are fully supervised by staff.
- Raising awareness about online safety and cyber-bullying. Pupils are made aware of the fact that the school's responsibility for their welfare does not end at the end of the school day or at the school gates. They know that we expect them to apply the principles of the school's code of conduct to their behaviour online either during their interactions with one another or the wider public. If the school intercepts evidence to the contrary, we will apply our anti-bullying policy and/or rewards and sanctions procedures as if the behaviour took place in person and on-site. This is especially relevant when considering the current Covid-19 situation where online learning is more common.

The latest resources regarding online safety promoted by DfE can be found at:

- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [www.internetmatters.org](http://www.internetmatters.org)
- [www.childnet.com/cyberbullying-guidance](http://www.childnet.com/cyberbullying-guidance)
- [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

- [educateagainsthate.com](http://educateagainsthate.com)
- [www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

Recent tangible examples of the school promoting awareness include: Esafety links and advice sent out at the start of lockdown in March 2020, in January 2019 and again (via Zoom) in 2021 and 2022 the school had in guest speakers from NSPCC and an independent consultant to discuss staying safe online. These talks was also given to parents. In November 2018 and December 2020 the school completed an online survey, the results of which were discussed and shared with staff, pupils and parents. In 2022 a workshop was run by an external speaker on social media. In In March 2016 senior pupils attended a series of conferences including a monologue and workshop on bullying and a presentation on terrorism and extremism. In April 2016 the school formed a partnership with Gooseberry Planet, an online safety app, becoming one of the first prep schools in the country to do so. This coincided with a joint pupil, staff and parent conference about online safety led by Gooseberry planet’s CEO. In October 2016, all staff completed Channel Prevent Training online which looks at the danger of online recruitment from extremist organisations. This has been updated each September as part of the whole-staff Safeguarding Awareness Workshops and online training. Each year, safeguarding training for children takes place through the NSPCC. This includes what abuse is, internet safety, raising awareness of our mental health and how to speak out.

## **SEND Children**

It must be recognised that children with SEND are disproportionately more likely to be victims of all types of abuse. This must always be taken into consideration when confronted with information and the DSL should be trained in this. When there is a concern for children with SEND, the SENCO and DSL should both be involved.

## **EQUAL TREATMENT**

Daneshill School is committed to equal treatment for all, regardless of an individual’s race, ethnicity, religion, sexual orientation or social background. Through our code of conduct and PSHE curriculum, all children are taught the importance of equal treatment and **ALL FORMS OF RACIAL ABUSE** are unacceptable, and taken very seriously.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each student.

## **BULLYING**

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying, including cyber-bullying, is unacceptable (please refer to our bullying policy for more information, including information on cyber bullying).

## **Low Level Concerns**

Any behaviours which are not in the values and ethos of the school should be recognised and reported. If in doubt, all staff should speak out, at which point the safeguarding team can determine the right course of action. These should be reported to the DSL/DDSLs and an

awareness of what these look like should be evident from all staff. Please see “Low Level Concerns” policy.

### **Child-on-child abuse**

Peer on peer abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers. It can affect any child/young person, sometimes vulnerable children are targeted. For example:

- Those living with domestic abuse or intra-familial abuse in their histories
- Young people in care
- Those who have experienced bereavement through the loss of a parent, sibling or friend
- Black and minority ethnic children are under identified as victims but are over identified as perpetrators
- Both girls and boys experience peer on peer abuse however they are likely to experience it differently i.e. girls being sexually touched, victims being upskirted, assaulted or boys being subject to homophobic taunts/initiation/hazing type (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group) violence.
- It is influenced by the nature of the environments in which children/young people spend their time - home, school, peer group and community - and is built upon notions of power imbalances
- sharing nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- Peer on peer abuse involves someone who abuses a ‘vulnerability’ or power imbalance to harm another, and have the opportunity or be in an environment where this is possible.
- Staff should be mindful that early information sharing is vital for the effective identification, assessment and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children’s social care.

While perpetrators of peer on peer abuse pose a risk to others they are often victims of abuse themselves.

Any signs of peer-on-peer abuse should be reported to the DSL/DDLSs. In addition to this the pastoral tracker should be updated and a “note of concern” must be filled out. Children should be aware of the signs and dangers of this through their PSHE curriculum (which includes “Relationships” as a theme throughout the year groups) and feel comfortable in passing their concerns to their form teacher, or any other member of staff. All staff should be aware of any concerns and pass this onto DSL/DDSL and tutors to ensure quick action is taken and information shared amongst the staff body. Mobile phones are not permitted on the school site but should there be events outside of school that impact upon a child’s safety this should be shared with both the school and parents. In particular, attention should be made to the dangers of sexting in schools (see “The UK Council for Child Internet Safety (UKCCIS).” The OFSTED report (March 2021) into Sexual Harassment and Sexual Violence in schools highlights the scale of the (growing) problem

\*Peer-on-peer abuse also included sexual harassment; either physical, verbal or online.

- **If a child is involved in any form of abuse as the perpetrator he/she must also be regarded as a victim. In both cases parents must be informed, met with in person by**

the DSL and a clear strategy put in place to ensure the situation is closely monitored. This should include a Risk Assessment and a Child Care Plan.

- Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up.”
- Potential victims, who already feel guilt or shame, should feel listened to, believed and that the school does not view a disclosure as inconvenient.
- **DANESHILL HAS A ZERO TOLERANCE OF SEXUAL HARRASSMENT OR VOILENCE**
- **DANESHILL HAS A ZERO TOLERANCE OF ANY RACIAL ABUSE**

## **COMPLAINTS**

We trust that parents and children do not have any complaints about our school, but copies of the school’s complaints procedure can be found on the school website and sent to parents on request. Any deficiencies or weaknesses identified in our child protection arrangements should be communicated to the Head and are remedied without delay.

## **REVIEW**

The Senior Safeguarding Advisor is Alan Winter ([a.winter@daneshillprepschool.com](mailto:a.winter@daneshillprepschool.com)/07974 218527) and is responsible for:

- Appointing and supporting the Designated Senior Lead (Mr Angus McDonald), Deputy Headmaster).
- Annually reviewing the procedures for and the efficiency with which the child protection duties have been discharged (case studies are saved on the management shared drive and this policy is used and reviewed on each occasion) and reviewing the knowledge and skills of all staff to allow them to adequately fulfil their responsibilities regarding safeguarding.
- Ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
- Approving amendments to child protection arrangements in the light of changing Regulations or recommended best practice.
- Considering how children may be taught about safeguarding through the curriculum and assemblies.
- Ensuring the school contributes effectively to inter-agency working
- Safeguarding is reviewed and discussed at the termly Advisory Board meeting at which Mr Massey, Headmaster, is in attendance.

## **WHAT IS SAFEGUARDING?**

- Protecting children from maltreatment;
- Preventing impairment of children’s mental or physical 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.

- All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, neither should they feel ashamed.

## WHAT IS CONTEXTUAL SAFEGUARDING?

**ALL** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside of these environments. **ALL** staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Sexual exploitation, criminal exploitation and serious youth violence may, for example, take place outside of the school or family home.

## WHAT IS CHILD ABUSE?

The NSPCC defines child abuse as

- “Child abuse is the term used when an adult harms a child or a young person under the age of 18. Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse including Female Genital Mutilation (FGM), breast ironing, up skirting, child criminal exploitation, forced marriage, honour-based violence and Child Sexual Exploitation. Bullying and domestic violence are also forms of child abuse. A child may be experiencing abuse if he or she:
  - Is frequently dirty, hungry or inadequately dressed
  - Is left in unsafe situations, or without medical attention
  - Is constantly “put down,” insulted, sworn at or humiliated
  - Seems afraid of parents or carers
  - Is severely bruised or injured
  - Displays sexual behaviour which doesn’t seem appropriate for their age
  - Is growing up in a home where there is domestic violence
  - Is living with parents or carers involved in serious drug or alcohol abuse

“Remember, this list does not cover every child abuse possibility. You may have seen other things in the child’s behaviour in circumstances that worry you. Abuse is always wrong and it is never the young person’s fault.”

## Types of abuse and neglect

The following definitions of abuse are taken from Part 1 of KCSIE:

**Abuse:** 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.

**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. Children may be forced into involving themselves in criminal activity; this may be done online or in person.

**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 witnessing the ill-treatment of another, as highlighted in KSCIE 2022. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, up skirting (taking images of genitals when an individual is unaware), 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. Child sexual exploitation may include bribing a child using requested images or groomed over a period of time and given rewards for sexual acts.

**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.

**Domestic Abuse:** the effects of this in a household can have a serious, long-lasting effect on a child who witnesses it. Operation Encompass operates within the police force and aims to help schools and police provide emotional and practical help. The police will inform the DSL of events at home by the following morning. **The National Domestic Abuse Helpline (08082000247)** provides support and advice to any victim or witness of Domestic abuse. Domestic abuse should also include coercive control which can be harder to notice but the effects of which are just as serious for all members of the family.

Extra-familial abuse can occur outside of the family, for example at a club, camp or when staying with friends. This abuse may also include CCE, CSE or serious violence. Witnessing abuse to someone else can also have detrimental effects on a child's development. Included in this might be intra-familial abuse, and the harm this has on children who feel helpless, guilty and vulnerable.

The school and its staff recognise the particular vulnerability of children with special educational needs and/or disabilities.

The school also recognises and fulfils its duties as laid out in the **Children Missing in Education statutory guidance for local authorities (September 2016)**

ALL staff must be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of honour-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- is persistently absent from education

## **Female Genital Mutilation (FGM)**

It is paramount that any suspicions of FGM having taken place/likely to take place must be reported directly to the police.

Typical signs include:

- Having difficulty walking, standing or sitting.
- Spending longer in the bathroom or toilet.
- Appearing quiet, anxious or depressed.
- Acting differently after an absence from school or college.
- Reluctance to go to the doctors or have routine medical examinations.

## **Upskirting**

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear).

## **Breast Ironing**

The practice of **breast ironing** is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping.

## Forced Marriage (FM)

A forced marriage is a marriage where one or both people do not consent to the marriage and pressure or abuse is used. Common warning signs might include:

- The young person suddenly becomes more withdrawn
- Spends less time with friends than they used to and then doesn't answer calls or texts.
- Often victims of forced marriage are subjected to violence to pressurise them into it, so you may notice bruising, possibly on their upper arms.

## Prevent Duty (PD)

**Prevent** works to stop individuals from getting involved or supporting terrorism or extremist activity. ... The **Prevent** Programme is designed to **safeguard** people in a similar way to **safeguarding** processes to protect people from gang activity, drug abuse, and physical and sexual abuse. It is paramount that any member of staff contacts the police's Channel programme if they have any concerns about a child. **Online behaviour** is clearly linked to extremism and radicalisation and staff awareness of that and staying safe online are linked (see E-safety policy). Staff must be both trained on and aware of the factors which make certain children or groups of children vulnerable to this.

## Criminal Exploitation (CCE)

Child criminal exploitation (CCE) is a growing issue where gangs target vulnerable children to get them to carry out criminal activity. Children who have been exploited and/or trafficked should be treated as victims rather than suspects. All staff should look out for children who might:

Have unexplained gifts.

Unexplained cash.

Appear withdrawn or display a change in their normal behaviour.

Are missing from education.

Appear to have new friendship groups; particularly older ones.

## Child Sexual Exploitation (CSE)

Signs of child sexual exploitation may include:

The child or young person going missing for periods of time or regularly returning home late.

Skipping school or being disruptive in class.

Appearing with unexplained gifts or possessions that can't be accounted for.

Unusually private about their social life and secretive about communication devices.

\*Both CSE and CCE are forms of abuse and occur when an individual or group coerces, manipulates or deceives a child into sexual or criminal activity. Factors such as age, gender,

sexual identity, strength, status, SEND or access to money/recourses all increase the likelihood. Abuse can involve the payment of money, recourses or status.

## **Honour Based Violence (abuse) (HBV)**

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. For example, honour based violence might be committed against people who: become involved with a boyfriend or girlfriend from a different culture or religion.

## **Serious Violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

## **Domestic Abuse (DA)**

Domestic abuse is any type of controlling (including coercive control), bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and **witnessing domestic abuse is child abuse**. Domestic Abuse can major impacts on emotional development of young adults and children and their life outcomes are greatly reduced as result of their experiences.

Although the risk of FGM, FM, PD, CSE, CEC or HBV occurring at Daneshill is incredibly low, the school is aware of the threat they pose to child safety and its legal obligation to try to prevent these illegal activities. We recognise that it is our legal responsibility to report any suspicions of the threat of or carrying out of any of these illegal activities. Any member of staff with suspicions should inform the DSL and Headmaster who will then phone the police. Under no circumstances will any member of staff carry out their own investigation.

## **MENTAL HEALTH CONSIDERATIONS**

Staff should be aware that mental health problems can be an indicator that a child has, or is, suffering abuse, neglect or exploitation

Staff should make observations and pass these onto the DSL/DDSL so appropriate professional intervention can take place and advice can be given to children, their families and staff. Any observations should be logged on ISAMS and discussed with the DSL/DDSL

Where a child has experienced abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout his or her childhood

## THE CHILD PROTECTION TEAM

The governing body has strategic leadership responsibility for the school's safeguarding arrangements. The DSL and DSA work closely together and the relevant support is provided to the DSL to ensure that this policy is adhered to.

### Designated Safeguarding Advisor

Alan Winter

[a.winter@daneshillprepschool.com](mailto:a.winter@daneshillprepschool.com)

07974 218527

### The Designated Safeguarding Lead (DSL) and Deputy Headmaster

Mr Angus McDonald

[a.mcdonald@daneshillprepschool.com](mailto:a.mcdonald@daneshillprepschool.com)

07817299538

### Assistant Designated Senior Lead

Mr Jim Massey

Headmaster

[j.massey@daneshillprepschool.com](mailto:j.massey@daneshillprepschool.com)

07375312333

### Assistant Designated Senior Lead (EYFS and Pre Prep)

Miss Becky Gibson-James

Head of Prep Prep

[b.gibson-james@daneshillprepschool.com](mailto:b.gibson-james@daneshillprepschool.com)

07917873603

## WHO SHOULD I SPEAK TO?

**Safeguarding children is everyone's responsibility and all concerns/disclosures should be acted upon immediately. You DO NOT need the permission from a parent/guardian in order to make a referral.**

- In all situations involving safeguarding (outlined below) a pupil, teacher or any other child or adult should aim to **speak to the DSL – Mr Angus McDonald**. Unless the safeguarding concern is relating to an allegation against a member of staff (see below).
- If the DSL is unavailable within a reasonable timeframe (e.g. immediately if there is an allegation of abuse or within 24 hours for a cause for concern) then they should **speak to the relevant assistant, Miss Gibson-James or Mr Massey**.  
**However, a member of staff has the right to make a direct referral to an external agency. i.e. Hampshire Children's Services for concerns or the Hampshire Police if a child is in immediate danger or a potential crime has been committed (see page 14 for contact details).**

## ALLEGATIONS INVOLVING A MEMBER OF STAFF (INCLUDING CONTRACTORS, SUPPLY STAFF AND VOLUNTEERS)

- If any member of staff receives or has an allegation of abuse directed at another member of staff (INCLUDING SUPPLY STAFF OR EXTERNAL VISITORS) **they should contact the Head** who will contact the LADO (details below) immediately for advice.
- If the staff involved is from a supply agency, we should take this up with the LADO directly
- If the allegation is against the Head then the member of staff **should contact the Safeguarding Advisor, Alan Winter** but without informing the head.
- All members of staff must be aware that if they are concerned that a colleague is being abused that they speak to the DSL/DDSL
- It is important to also consider any incidents which take place outside of school and which did not involve children, but could have an impact on their suitability to work with children. For example, an incident of domestic abuse

## ROLE OF THE DSL

The points below are taken from in KCSIE (September 2021) which outlines the responsibilities and duties of the DSL. The school ensures it meets these expectations.

### Overview

- The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection.
- They should help promote educational outcomes by sharing information on the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and SLT
- They have the appropriate status and authority within the school to carry out the duties of the post.
- They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- As per their Job Description as DSL: They should be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- The DSL and DDSLs should be aware of added pressures at home as a result of Covid-19
- The DSL and DDSLs should have an awareness of Daneshill's Relationships Education and Relationships and Sex Education curriculum
- The DSL should be trained in and have an understanding of the increased vulnerability of SEND children

### **Assistant/Deputy designated safeguarding leads**

- It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.
- Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

### **Manage referrals**

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### **Work with others**

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

### **Training**

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- The designated safeguarding lead should undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or

simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- 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.

## **Raise Awareness**

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- 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 or college in this; and
- link with the local hantsdirect children's services to make sure staff are aware of training opportunities and the latest local policies on safeguarding.  
(<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/contacts>)

## **Child protection file**

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

## **Availability**

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. The DSL and DDSLs are also available during non-school hours. This ensures that there is the appropriate support during trips, sports camps or residential trips.

## **ROUTES OF SUPPORT**

Reporting concerns may lead to a number of scenarios and routes of support for the child. If it becomes apparent that the child has suffered or is likely to suffer significant harm then the matter will be reported to Children's Social Care immediately. However, less immediate and serious concerns may lead to an inter-agency assessment using local processes, including use of the "Common Assessment Framework (CAF)" and "Team around the Child" (TAC) approaches. Although decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

## **Whistleblowing**

WT 2015 requires schools to have clear whistleblowing procedures suitably referenced in staff training and codes of conduct. The key principles, adapted for schools, can be summarised as follows: A school should have a culture of safety and of raising concerns. It should have a culture of valuing staff and of reflective practice. There should be procedures for reporting and handling concerns, including about poor or unsafe practice and potential failures in the school's safeguarding regime, provision for mediation and dispute resolution where necessary. Training and support should be provided for staff. There should be transparency and accountability in relation to how concerns are received and handled.

KCSIE requires that clear processes for the reporting of allegations be recorded in the safeguarding policy and disseminated through training.

We fulfil the above by ensuring that all staff have signed to say they have read the whistleblowing policy and are therefore aware of their responsibility to inform a member of the SLT if they have any concerns about any other member of the school community. Their concerns will be dealt with seriously, confidentially and professionally. N.B. Staff should always inform a member of senior management if they feel they have acted inappropriately (or that this might have been the perception). Early disclosure is the most effective measure to safeguard oneself.

A copy of the school's whistleblowing policy is made available to all staff via the staff handbook.

## **GUIDANCE FOR STAFF CONCERNING CHILD PROTECTION**

There are different situations in which any member of staff might find themselves involved in a safeguarding or child protection issue. Below is specific guidance on how to deal with some examples:

## Situation 1 – Recognising symptoms of child abuse and reporting concerns

### Symptoms of abuse

The list of symptoms below is not exhaustive and staff should refer to the March 2015 government document “What to do if you’re worried a child is being abused” for further advice. Symptoms can include:

- repeated minor injuries;
- children who are dirty, smelly, poorly clothed or who appear underfed;
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums;
- an air of 'detachment' or 'don't care' attitude;
- overly compliant behaviour;
- a 'watchful attitude';
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), aggressive and inappropriate sex play;
- a child who is reluctant to go home, or is kept away from school for no apparent reason;
- does not trust adults, particularly those who are close;
- 'tummy pains' with no medical reason;
- eating problems, including over-eating, loss of appetite;
- disturbed sleep, nightmares, bed wetting;
- running away from home, suicide attempts;
- self-inflicted wounds;
- reverting to younger behaviour;
- depression, withdrawal;
- relationships between child and adults which are secretive and exclude others.

\*Staff should pay particular attention to those children with special educational needs and disabilities who can face additional safeguarding challenges.

### Staff Responsibility

- **Remember** our pupils’ safety and happiness is our number one priority. It supersedes all other concerns including protecting the school, yourself and other adults. We have a child-centred approach to all that we do.
- **Remember** we are all responsible for protecting all of our pupils (and any other child) at all times.
- **Safeguarding concerns are as important as safeguarding referrals; do not allow things to build before sharing these**
- **Be Aware** of the signs of abuse/bullying in our child protection policy and appendices.
- **Know** our pupils well and notice when there is a change in an individual’s behaviour.
- **Never** assume the best or the worst in a situation. Discuss any concerns with the DSL or his assistants. Not all child protection information results in a referral - small pieces of

information may not be significant on their own, but can help to contribute to a 'jigsaw' picture of abuse.

### **What to do if you recognise a symptom or have a concern**

- Always pass it on to the DSL
- Understand how difficult it is for a child to disclose something – building trust is key
- Fear of passing on information **SHOULD NOT** stop someone making a referral
- **Do not** approach any adult or child involved and initiate an investigation.
- **Do not** discuss your concerns with colleagues or friends.
- Any concerns should never be dismissed but **emailed directly to the DSL.**
- This concern will then be **logged securely in the Management Drive on our school intranet** in a file for that pupil.
- The DSL will then advise the member of staff (and any relevant others) on the next steps to take.
- All staff have the right to contact Hampshire Children's Services directly for advice.

## **Situation 2 – Disclosure by a victim of abuse or an allegation of abuse by a third party (where abuser is an adult).**

**If an individual (child or adult) approaches you to disclose information about alleged abuse it is vital that you adhere to the following guidance:**

- 1. STOP & LISTEN.** It takes huge courage to disclose. If someone appears to want an important conversation with you then do not ‘brush them off’ because of a lack of time or because they might have a reputation for ‘telling tales’! Listening is your immediate priority.
- 2. SAY AS LITTLE AS POSSIBLE. DO NOT** ask any investigative or **leading questions.** Simply, ‘What would you like to tell me?’ and then ‘Is there anything else you would like to tell me?’
- 3. RECORD** exactly what has been said. If possible make notes during the disclosure or (at least) immediately afterwards. Include the **exact wording that was used (do not paraphrase) and names, dates, times.**
- 4. DO NOT** promise confidentiality. Explain that a Senior person will have to be informed but that the issue will be handled sensitively and that nothing will be done to harm the victim. A pupil who is insistent upon confidentiality should be referred to an external source, such as Child Line. If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point.
- 5. REASSURE** the person disclosing (victim/third party) that they were right to talk to you and that a victim of bullying/abuse is never to blame.
- 6. REFER immediately** in person, with notes, to the DSL. If the DSL is unavailable then please refer to one of his assistants.
- 7. The DSL** (or an assistant) will advise you on the next steps but it will certainly involve sending him an electronic copy of your record for storing on the management drive.

### **Situation 3 – Disclosure by a victim of abuse or an allegation of abuse by a third party (where abuser is another child/pupil).**

The procedure for receiving a disclosure of abuse of a child by another child should follow the same guidelines as situation 2. However, there is other guidance to consider below:

Procedures for dealing with abuse by one or more pupils against another pupil (this should be viewed in relation to the Anti-Bullying policy).

Peer to peer abuse might include sexting, inappropriate banter, sexual assaults and gender based discrimination. The threshold where inappropriate behaviour may turn to abuse is when the school has ‘reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.’

Abuse against a pupil by one or more other pupils at Daneshill School should always be taken as seriously as abuse perpetrated by an adult. It should be subject to the same safeguarding children procedures as apply in respect of any child who is suffering, or at risk of suffering, significant harm from an adverse source. Staff should not dismiss some abusive sexual behaviour as ‘normal’ between young people. Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others i.e. both the victim and perpetrator are viewed as children ‘at risk’.

Daneshill School understands that:

- a coordinated approach needs to be taken with the relevant agencies e.g. Hampshire Children’s Services, Educational Psychologist, Social Care etc.;
- The needs of the children who abuse others should be considered separately from the needs of their victims;
- an assessment should be carried out in each case, appreciating that these children may have considerable unmet developmental needs, as well as specific needs arising from their behaviour.

**Situation 4 – Disclosure of an allegation of abuse of/concerns for a child who is not a pupil at Daneshill where the abuser is a child/adult who is a pupil/staff member of Daneshill.**

In this situation, staff should follow all of the relevant guidance outlined in situations 1, 2 & 3.

If the DSL or Head were given information that suggested that a member of staff was abusing a child who was not a pupil at Daneshill School, we would immediately pass such information to the LADO to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

## **Situation 5 – Disclosure of an allegation of abuse of/concerns for a child who is not a pupil at Daneshill where the abuser is a child/adult who is not a pupil/staff member of Daneshill**

If any member of staff is recipient of an allegation of abuse of or has concerns for a child who is not a pupil at Daneshill, it is still their responsibility to act. In this case they should contact the Hantsdirect Children services using the contact details below and register their concern.

### **WELFARE AGENCY CONTACT DETAILS**

Child protection issues are reported within 24 hours to the welfare agency.

Referral to Hantsdirect Children's Services on 0845603 5620/01329 225379. The DSL / Headmaster must confirm telephone referrals by a written referral within 24 hours.

Urgent referrals should be made by telephone to Hantsdirect Children's Services or to the Police.

- Hantsdirect Children's Services: 0300 555 1384
- Out of Hours Social Services Duty Team: 0300 555 1373
- Police: Hampshire Police Tel: 101 or 0845 045 45 45
- Hampshire Safeguarding Children Board (advisory): 01962 876230
- LADO – Barbara Piddington or Fiona Armfield Child protection Officers concerned with allegations against staff (not children/other adults)  
Tel: 01962 876 364  
barbara.piddington@hants.gov.uk      fiona.armfield@hants.gov.uk
- Safeguarding advisor: 01962 876265
- Social Services – local area manager:  
Children's Reception Team 01329 325379
- Head of Police Child Protection Unit  
Central Referral Unit  
02380 745399  
**N.B:** Please call this number if you have any concerns about Female Genital Mutilation – FGM – this is a mandatory requirement from October 2015)

Concerns about radicalisation should be reported to:

- The 'Prevent' team for Hampshire led by Mike McAdam. Either call on 101 or email [prevent.engagement@hampshire.pnn.police.uk](mailto:prevent.engagement@hampshire.pnn.police.uk).
- If you have an urgent concern about a pupil or other person relating to extremism which needs immediate response contact 999.

- Alternatively, the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

# STAFF CONDUCT/BEHAVIOUR POLICY – RECOGNISING HOW TO PROTECT YOURSELF AND OTHER STAFF

It is vital that all members of staff adequately safeguard themselves against allegations of abuse or misconduct. It is also the duty of all staff to pass on any concerns about another member of staff to the DSL. Below is a compulsory code of conduct which will safeguard staff if adhered to (these notes should be read in conjunction with the school's Behaviour Policy):

- **Communication** – **Never** give pupils your personal telephone numbers/emails. **Never** allow pupils (past/present) access to you via social media sites. **Never** publish/publicise any negative/confidential material about the school or any member of the school community in the public domain. **A social media policy is included in the staff handbook.**
- **Dress/Appearance** – Follow the staff dress code (staff handbook) and **never** dress provocatively or inappropriately at school.
- **Behaviour/Relationships outside of school** – Use a ‘common sense’ approach when engaging with pupils/parents outside of school. Do not behave in a way which would undermine your professionalism or bring the school's reputation into disrepute.
- **Staff/Pupil relationships** – ensure your relationship with pupils (past/present) remains strictly professional at all times. Do not show favouritism or share secrets/personal possessions.
- **Physical contact with pupils** – Avoid physical contact with pupils unless unavoidable. These unavoidable situations tend to fall into three areas:
  1. To use reasonable force to prevent harm coming to the child (see physical restraint guidance below)
  2. To demonstrate a physical skill e.g. in sport (but never done one to one)
  3. Unavoidable child initiated contact (e.g. a pre-prep child grabbing your leg)

Physical contact with pupils should be unavoidable i.e. where all other possible alternatives are inappropriate (e.g. running away from a Pre-prep child who wants to grab your leg), and for the shortest amount of time possible. Never initiate unnecessary contact such as horseplay. A handshake (or high five!) is not inappropriate contact!

- **Physical Restraint** - Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL/Head who will decide what to do next. Please our policy on this.
- **Gifts and Infatuations** – An appropriate gift at the end of term or year from pupils or parents is acceptable. However, disproportionate gifts in size or frequency should be discouraged and reported to the senior management. If a member of staff feels a pupil or parent may have an unhealthy interest/infatuation in them, they should report it to the senior management.
- **Behaviour Management** – Staff should follow the school's rewards and sanctions systems in their behaviour management, aim to be fair, not show favouritism and never use personal/discriminatory language or public embarrassment as a form of sanction. **THERE IS NO FORM OF CORPORAL PUNISHMENT** and all staff must **never** strike a child for any reason whatsoever. Any accidental contact with a pupil that might be considered inappropriate must immediately be reported to the Head so he is prepared should the parents request to see him.

- **One to One working** – Staff should avoid, where possible, being alone with a pupil. If this is unavoidable please take measures to safeguard yourself. Ensure the door is open/has glass panels, allow an exit route for you and the pupil, inform a colleague(s) about the situation. If you have any concerns report it to the SMT. **Never be alone with a pupil outside of school (e.g. in your car or home).**
- **Taking/storing images** - Staff must not keep images or videos of pupils on personal equipment and should endeavour to use school cameras at all times. If the situation dictates that any personal equipment needs to be used then the images/videos should be downloaded onto the school network and deleted on the personal equipment by the end of the next working day. Images/videos of our pupils should not be downloaded onto home computers, however, if it is necessary (e.g. due to a long editing process) then a **Staff Disclaimer Form: Videos and Images of Pupils should be completed and handed to the DSL.** Under no circumstances should videos/images of pupils be downloaded on to a website. Only the Bursar has the ability to download onto the school website and staff should forward any images/videos to him.
- **Trips and outings** – please read our policies/procedures before taking any school trip. Ensure all necessary checks, assessments, paperwork and communication are made.
- **First aid and medication** – ensure you are fully aware of our pupils’ medical needs and our medical procedures.
- **Emergency procedures** - ensure you are fully aware of our emergency procedures.
- **Whistle blowing** – All staff have a responsibility to inform a member of the SMT if they have any concerns about any other member of the school community. Their concerns will be dealt with seriously, confidentially and professionally. N.B. Staff should always inform a member of senior management if they feel they have acted inappropriately (or that this might have been the perception). Early disclosure is the most effective measure to safeguard oneself.
- **Training** – Staff must attend the regular child protection training provided for them and read the child protection policy as often as possible and at least annually.

## MISSING CHILD PROCEDURE

1. Staff should refer to *Children Missing Education (September 2016)*. All members of staff are responsible for noticing any unexplained absences from a class/group for which they are responsible for any given lesson/period of time, both in and out of the school. They should enquire about this absence until they are entirely satisfied that it is an authorised absence which needs no further enquiry.
2. If it becomes apparent that a child is absent without explanation then the member(s) of staff who realised a child is missing should conduct a thorough search of the most immediate and likely areas where the child might be located. They must also send a message to the school office alerting Mrs Moncrieff (School Secretary) of the situation and requesting any necessary cover for their class/group.
3. If the initial search is unsuccessful then other members of staff will be asked to assist in an organized and thorough search of all buildings and fields within school grounds as well as the lanes and roads surrounding the school.
4. If the second stage of the search is unsuccessful then the search will continue whilst parents will be called and informed as to what had happened and be asked to come to school. If they could not enlighten us as to whether the child may have been taken we would call the police by 12:00.
5. Failure to report children missing in education, when this is a requirement, would be non-compliance with the school’s duty in regard to KCSIE. (See Pupil Supervision and Missing Child Policy)

6. Where a child misses twelve continuous days of education, the DSL must refer to this to local children's services.

## **WHAT DO I DO IF I FEEL MY INFORMATION HAS NOT BEEN HANDLED PROPERLY?**

If a member of staff feels that their information has not been handled properly by the assistant DSL, DSL or Head then they should follow the four steps below to find resolution:

- Discuss your concerns with the member of the Safeguarding team to whom you first gave the information.
- Discuss your concerns with another appropriate member of the Safeguarding team.
- Discuss your concerns with the Bursar.
- If all internal channels have failed then contact Hampshire Local Safeguarding Children's Board.

## **POLICY ON INFORMING PARENTS**

In general, we believe that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with them. However, concerns of this nature must be referred to the DSL or the Head, who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from:

[www.hants.gov.uk/socialcareandhealth/childrenandfamilies/contacts](http://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/contacts)

## **LOOKED AFTER CHILDREN**

Daneshill school have no current looked after children.

## **DISQUALIFICATION BY ASSOCIATION**

All staff at Daneshill school are expected to sign (annually) a 'disqualification by association' declaration which declares that the following is untrue:

- They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad.
- Other orders have been made against them relating to their care of children.
- They have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering.
- They are living in the same household where another person who is disqualified lives.

## SAFE RECRUITMENT PROCEDURES

Daneshill School follows the Government's recommendations for the safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are checked with the Disclosure and Barring Service (DBS) before starting work. All volunteer helpers who provide assistance through the school, contractors working regularly during term-time, such as contract catering staff, and adult members of the families of members of staff who live on site, are also vetted. In line with Prevent guidance, staff are responsible for ensuring that any visiting speakers are vetted and supervised in order to safeguard children against radical/extremist thought. As from September 2022, all applicants must have a check of their online presence. This would include checking for any low-level concerns which do not fit with our Aims and Ethos. Daneshill has a safe recruitment policy which outlines these issues in greater detail. Our policies are reviewed annually.

Cautions given to under 18s are no longer legally disclosed. The multiple conviction rule has been removed so that each offence should be considered individually. Applicants must be told how to get independent, confidential advice on which cautions or convictions they must disclose and be given time to obtain advice.

## INDUCTION AND TRAINING

Every new member of staff, including part-timers, temporary, visiting and contract staff working in school is made aware of this policy, the staff code of conduct, whistle blowing procedures and the name of the DSL. They are also required to read part 1 and Annex A of KCSIE (September 2020) and sign to say they have done so. They receive training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL, Assistant DSL or the Head as soon as they start their employment, if not before the actual start date. There is also training for all staff on the risks of radicalisation and the Prevent strategy. Everyone attends refresher training at least every three years but, in practice, far more frequently (**every year through SSS learning**). Training in child protection is an important part of the induction process and ongoing training/INSET.

Induction includes the following elements of Safeguarding and Child Protection:

- Daneshill's Aims and Ethos (about the school)
- Daily Routine
- Pastoral Care
- Communication (internal & external)
- The expectations of being a member of staff at Daneshill
- Behaviour Policy
- Online Safety policy
- Children Missing Education
- Anti-bullying Policy
- Educational Visits Policy
- Complaints Policy

## Safeguarding and Child Protection Induction

The following is also discussed and staff agree that:

I have read and am familiar with the contents of the following documents:

- The School's Safeguarding and Child protection Policy
- "Keeping Children Safe in Education' DfE Guidance September 2022
- Working Together to Safeguard Children July 2018
- The School's Safer Recruitment

I am aware of procedures for child protection at Daneshill School

I know that Angus McDonald is the child protection officer and that I can discuss any concerns that I may have with him.

I know that further guidance, together with copies of the policies are in the Staff Handbook which is available on the school's intranet.

I understand the responsibilities of all staff in this area and the issues that may arise.

I understand my obligations in respect of the Childcare (Disqualification) Regulations 2009, if relevant.

The school is committed to the following regulatory training:

- The DSL and DDSLs to receive updated child protection training each year. (Update due September 2023).
- All staff must be trained in child protection regularly via SSS Learning (all staff trained to Level 2 by September 2022).
- All staff, including temporary staff and volunteers, must be provided with induction training that includes:
  1. the school's safeguarding and child protection policy which includes the staff code of conduct/behaviour policy and the identity of the DSL (sent to staff after most recent update in September 2022).
  2. a copy of Part 1 of KCSIE – updated version read by all staff in September 2022 and “clicked” on the training suite to show this.
- The DSL and Assistants update their training by working with external agencies, performing case reviews and promoting a culture of listening through individual pupil interviews. The DSL and three deputies will next be updating their training in August 2022.

## PROCEDURES WHEN A MEMBER OF STAFF FACES ALLEGATIONS OF ABUSE

The school commits to follow the guidance outlined in the regulatory requirements:

If any member of staff receives or has an allegation of abuse directed at another member of staff they should contact the Head who will contact the Designated Officer(s) (previously called LADO - details below) immediately for advice. If the allegation is against the Head then the member of staff should contact Alan Winter, who will then contact the Designated Officer(s). In most serious cases, the police should be contacted so as not to jeopardise statutory investigations.

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/allegations>

Tel: 01962 876 364

Discussions with the Designated Officer(s) should be recorded in writing, and communication with both the individual and the parents of the child/children agreed by the Designated Officer(s). The Head should give due weight to the views of the Designated Officer(s) and the policy when making a decision about suspension.

From 1st October 2012, there are restrictions on the reporting or publishing of allegations against teachers and so the school will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

The school is committed to promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS referral criteria are met. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. **Failure to make a report constitutes an offence.** 'Compromise agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

The Head also respects his duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, and should make reference to this in their policies. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Further guidance is published on the NCTL website. Where a referral has been made to the DBS, it is not necessary for a referral also to be made to NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral. Arrangements for dealing with allegations of abuse against teachers and other staff

## **SUPPORT FOR THE PUPIL**

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Head, together with the DSL, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, Hantsdirect Children's Services, or other agencies involved to identify the support strategies that will be appropriate. Ensuring a trusting relationship throughout is imperative.

## **SUSPENSION**

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child;
- The allegations are so serious as to constitute grounds for dismissal, if proven;
- The police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached;
- Interview a member of staff before suspending him or her;
- Keep him or her informed of progress of the investigation.

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend or Trade Union representative.

## **ALTERNATIVES TO SUSPENSION**

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave;
- Giving him or her non-contact duties;
- Ensuring that a second adult is always present in the classroom when he or she teaches.

## **IF THE MEMBER OF STAFF RESIGNS**

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

## **COMPROMISE AGREEMENTS**

The policy at Daneshill School is to follow the DfE guidance in 'Keeping Children Safe in Education' (2020) on the use of compromise agreements in cases of child abuse which is:

‘Settlement agreements’ (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person’s notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

### **LENGTH OF INVESTIGATORY PROCESS**

We recognise that everyone’s interests are served by completing any investigatory process as swiftly as possible. Daneshill School is a small community and we will aim to spend as little time as is compatible with fair and impartial processes on the investigatory process. We would expect almost every case to be completed within one month.

### **REFERRAL TO THE DISCLOSURE AND BARRING SERVICE**

Like all schools, we have a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the DBS within one month of the individual’s dismissal or resignation because he or she has been considered unsuitable to work with children. Reports concerning members of staff or volunteers are normally made by the DSL. If the DSL is involved, the report is made by the Head. If the Head is involved, the report is made by another member of the SMT.

The referral form can be downloaded from the DBS website on (<https://www.gov.uk/government/organisations/disclosure-and-barring-service>). The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the DBS at any time.

### **RECORDING ALLEGATIONS OF ABUSE**

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual’s file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

## **HANDLING UNFOUNDED OR UNSUBSTANTIATED ALLEGATIONS**

### **THE CHILD**

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the LSCB to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child’s own family and/or community.

However much support the child may need in such circumstances, we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

### **THE MEMBER OF STAFF**

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of "no smoke without fire". If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised, we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

## **EYFS**

This policy also applies to Daneshill's EYFS department. The following are additions to the whole school policy:

- The DSL, Mr Angus McDonald takes lead responsibility for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate;
- Ofsted will be informed of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises, and of the action taken in respect of these allegations). This will be done as soon as is reasonably practical, but at the latest, within 14 days.
- Changing guidance is given in the school's separate intimate care policy;
- EYFS staff are aware of the school's policy on 'Taking, Storing and Using Images' which includes the use of mobile phones and cameras in the EYFS settings. Only school phones and devices may be used and these should remain in school at all times;
- Children feel valued and self-esteem is promoted. All Daneshill staff have a duty of care with regard to the children in our school and this duty may well involve the provision of emotional support in certain circumstances. The pupils themselves are usually mutually supportive of each other and would react quickly and positively to report a problem. They are, however, very young and not experienced enough to understand the significance of certain events.

**\*During any period of time when the school is not open or functioning in its usual way, such as during the current Covid-19 crisis, all parties should be aware of the following:**

- The Safeguarding and Child Protection Policy should be adhered to at all times
- All staff should consider the Anti-Bullying, Behaviour and Exclusions and Staff Handbook when confronted with concerns or questions. SLT, DSL and DDSLs may also be contacted
- It is well known that rates of domestic abuse increase when families are under financial strain and at home together for longer than usual periods of time.
- Hampshire Children's Services are operating in their usual way and contact details are as stated in this policy
- The DSL/DSLs may not be present in school during the running of our crèche for key workers or whilst children are learning online. They will however be available via phone or email at all times and their details are shown within this policy
- Staff may use personal devices to engage with online learning but must ensure this adheres to the "Remote Working: Mobile Device Policy"
- No staff should conduct a 1-1 video call with a pupil unless parents and a member of SLT is aware, the location at each home is open and with a parent within view
- All group video calls (or contact of any sorts with children) are conducted only on platforms approved by the school and are recorded for reference
- Staff taking the crèche should adhere to all usual school policies, be aware of existing health issues, have a knowledge of first aid access/use and stick to the rota approved by SLT
- At no time should a member of staff taking a crèche invite or have attending any person/persons not approved by SLT and cleared to work with children
- Staff should be aware that after significant time at home, existing or new issues may be prevalent. This may include poor mental health or issues surrounding safety. Due to a lack of presence in schools, children may have been unable to access support or advice too. It is essential that any changes of behaviour are recorded and discussed with the DSL/DSL