



Safeguarding Policy

**This policy is applicable to the whole school community,
including those pupils in the Early Years Foundation Stage (EYFS)**

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Safeguarding and promoting the welfare of children is everyone's responsibility. Staff should consider, at all times, what is in the best interest of the child.

In this policy "we" means the school.

Wherever the word "staff" is used, it covers all staff on site, including temporary staff, contractors, volunteers, and governors.

Statement of Intent

The safety and welfare of all our pupils at Parkside School is our highest priority. We wish to support each child's development in ways that will foster security, confidence and independence, while providing a safe and secure environment in which children feel valued and respected and are able to achieve their full potential.

In all matters relating to safeguarding and child protection the school will follow the procedures laid down by our Local Authority Safeguarding Children Board (LSCB) which is Surrey Safeguarding Children Board, (our LADO is Geraldine Allen 0300 200 1006, choose option 4 then option 3, M.A.S.H 0300 470 9100 mash@surreycc.gov.uk) together with DfE guidance contained in Working Together to Safeguard Children (March 2015) Keeping Children Safe in Education (September 2016) (KCSIE) and Use of Social Media for Online Radicalisation (July 2015). A full list of publications used in the writing of this policy can be found in Appendix I.

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns. All staff must be vigilant with regards to PREVENT (see appendix II) and FGM (Female Genitalia Mutilation). (see appendix II)

Definitions

A child: As in the Children's Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

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

Child Protection: preventing and responding to violence, exploitation and abuse against children.

Harm: ill-treatment or impairment of health and development, including for example, impairment suffered from seeing or hearing the ill-treatment of another. To decide whether harm is significant, the health and development of the child is "compared with that which could **reasonably be expected of a similar child**". If a child is at risk of or suffering significant harm, a referral to social care should be made immediately.

Children in need: these are children who require additional support from one or more agencies. These children should be subject to an inter-agency assessment, including use of the Common Assessment Framework (CAF) and Team around the Child (TAC) approaches.

Role of the Governing Body

The Governing Body takes seriously its responsibilities under Section 175 of the Education Act 2002 and Section 87 of the Children's Act 1989 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within the school to identify, assess and support those children where there are concerns about a child's safety and welfare. This is done in line with "Working Together to Safeguard Children" (2015), through effective implementation of the safeguarding policy and procedures and effective communication and good cooperation with local agencies

The Governors of the school will ensure that policies, procedures and training are effective and are compliant with the law.

The Chairman of Governors, **Robin Southwell**, is contactable (southwellr@parkside-school.co.uk 01932 862749 ask for Eve McCann) by all staff. This and the email address of the governor responsible for safeguarding, **Celia Gregory** (gregoryc@parkside-school.co.uk 01932 862749 ask for Eve McCann) are prominent in the Staff Room.

The Governors will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by the local authority. This includes ensuring that a 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, contact arrangements with parents and delegated authority to carers, and that this information is available to the DSL

The Governors will ensure that the school contributes to interagency work where appropriate, for example supporting pupils and staff with the implementation of child protection plans.

The Governors will consider how children may be taught about safeguarding, including online, through the curriculum and PSHEE. Particular attention will be paid to school practices to help children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet The Governors will ensure that procedures and practices in school take account of local authority arrangements.

The Governors must appoint a senior member of staff to lead on safeguarding (the Designated Safeguarding Lead or DSL) who is on the Senior Leadership Team, will liaise with the local authority and other agencies and is given the time and training to support staff on child welfare and safeguarding matters and who.

A Governor, **Celia Gregory**, (contactable by staff - email gregoryc@parkside-school.co.uk Tel 01932 862749 ask for Eve McCann) is nominated to liaise with the Local Authority or other agencies in the event of allegations of abuse being made against the Headmaster. This Governor is also responsible for taking the lead in relation to responsibility for the School's safeguarding arrangements.

All Governors must attend a Safeguarding course. Yearly courses will be set up with the DSL or an outside agency, an online course set up individually run by Educare is acceptable in the interim for Governors and volunteer staff who are unable to attend the said training.

The Governing Body undertakes an annual review of the school's child protection procedures and policy and of the efficiency with which the related duties have been discharged. The DSL will work with the named governor in carrying out the annual review and the minutes of the review, as shared with the full governing body, will reflect both the breadth and depth of the review. (The DSL will meet termly with the named governor to discuss issues concerning safeguarding within the school). It is the role of the named governor to sign off the Safeguarding Policy annually at the Health and Safety meeting and present it to the full board at the following meeting. The Governors are aware that they 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.

Safer Employment Procedures

Parkside School follows the Government's recommendations for the safer recruitment and employment of staff who work with children which are given in "Keeping Children Safe in Education. Part Three: Safer Recruitment" and acts at all times within the latest iteration of the Independent School Standards Regulations.

Our selection and recruitment of staff includes verification of identity, qualifications and a satisfactory DBS check for their suitability for work as documented in our Safer Recruitment Policy and Procedures.

These checks will also be carried out on staff with a break in service of more than three months or where staff, since their initial appointment to a position not requiring a disclosure, have moved to work which requires significantly more responsibility with children.

Our selection and recruitment of members of teaching and non-teaching staff at the school, including part-time staff, temporary, supply and visiting staff, such as musicians and sports coaches are subject to the necessary child protection checks before starting work. All governors, volunteers and contractors, such as cleaners and caterers, working regularly during term time, are also subject to the relevant statutory checks.

Parkside School follows KCSIE Supplementary advice that we do not allow people to work at the school, in the EYFS if they or others in their household are “disqualified.” This also applies to people working with children under the age of 8 outside of school hours, including breakfast clubs and after school care.

The grounds for disqualification are not only that a person is barred from working with children (included on the children’s barred list) but also include, in summary that:

- They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children or 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.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children’s register barred list. DfE has advised that relevant connections are not considered “spent” in this connection.

To identify people caught by the “by association” rule, the School has asked existing employees working in the early and later years provision and those who are directly concerned in the management of such provision to provide the relevant information about themselves or a person who lives or works in the same household as them. This is done by self-declaration. This advice does not apply to volunteers and governors.

The School asks for this information as part of its pre-employment checks, which it undertakes upon appointment of new staff.

Staff who fall within the “by association” rule may apply to Ofsted for a waiver of disqualification but such staff will not be used unless and until such a waiver is confirmed.

Designated Safeguarding Lead (DSL)

Hilary Sayer, Deputy Head, Head of Pastoral Care, (sayerh@parkside-school.co.uk Tel 07833 132942) is our Designated Safeguarding Lead. She has completed the required Child Protection Foundation Training delivered through the SSCB. She will undertake other training as required by the LA, including update training every two years.

The name of the DSL is clearly advertised in the school with a statement explaining the School’s role in referring and monitoring cases of suspected abuse and/or risk to a child.

Jackie Ridsdale, Head of Nursery (ridsdalej@parkside-school.co.uk Tel 01932 862749) ask to speak to Jackie Ridsdale) is the Deputy DSL and **Mark Beach** (The Head) (enquiries@parkside-school.co.uk 01932 862749 ask to speak to Mark Beach) has also undergone the Modular 3 Day Child Protection Foundation Training delivered through the SSCB. **Madeline McMurdo**, Head of EYFS and Pre-Prep (mcmurdom@parkside-school.co.uk 01932 862749 ask to speak to Madeline McMurdo) is also trained as a Deputy DSL.

Jackie Ridsdale is also the DSL for EYFS and takes lead responsibility for safeguarding children within the EYFS setting and liaising with the Prep School DSL and statutory children's agencies where appropriate.

Both the DSL and her deputies will attend regular courses with child support agencies to ensure that they remain conversant with best practice. They will undergo refresher training every two years and they have a job description for their safeguarding roles and key activities. Their training meets the requirements of the DfE's 'Keeping Children Safe in Education' (KCSIE).

The DSL is given sufficient time, funding, supervision and support to fulfil her child welfare responsibilities effectively.

The role and responsibilities of the Designated Safeguarding Lead (according to KCSIE, Annex B) :

The Role of the Designated Safeguarding Lead

- To be fully conversant with the local authority and School Safeguarding Policy and procedures.
- Be available to all school staff for consultation on child protection matters and ensure they have access to and understand the school's Safeguarding Policy and procedures, especially new and part time staff.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- Liaise with the Headmaster and inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- To ensure that appropriate action is taken in the school and procedures are followed in all cases of actual or suspected child abuse and refer all cases of suspected abuse to the local authority children's social care, M.A.S.H and the LADO, DBS and the police if a crime has been committed.
- Keep detailed, accurate, secure written records of concerns and referrals. Information is kept locked in the Deputy Head's office. The HM has a key to the cabinet.
- To compile a record of pupils in the school who are on the Child Protection Register (CPR) and to keep this updated as notification is received and to liaise with other professionals in ensuring that children on the CPR are monitored.
- Where appropriate, to take part in child protection conferences and reviews or at least to ensure that another key member of staff attends. Where that is not possible, to provide a report to the conference from the school. However, the presence of school staff is vital because of their close involvement with the child.
- To inform the Social Services Child Protection Coordinator when a child on the CPR moves to another school and to inform the new school of the child's status on the Register.
- Forward all documentation and concerns to the new school when a pupil leaves.

- In consultation with the Headmaster and DOS (in charge of staff development), to monitor staff development and training needs and to organize training as appropriate. To ensure that they receive training to keep updated on developments and that they are aware of training opportunities with the SSCB.
- Obtain access to resources and attend any relevant or refresher training courses.
- Work with the governors and ensure the School Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensure the Safeguarding Policy is available on our website and parents are aware of the fact that referrals about suspected abuse or neglect may be made.
- To ensure that the curriculum offers opportunities for raising pupils' awareness and developing strategies for ensuring their own protection.

Induction and Training

All new members of staff, including part-time, temporary and volunteers are provided with child protection awareness training at induction, on the day they start school. Included in their arrival pack is: the school safeguarding statement, "Safeguarding at Parkside School" which gives the identity of the DSL; the school's Safeguarding Policy; the Staff Code of Conduct; a copy of Part 1 of KCSIE and Annex A

All new staff will be made aware of who the DSL is, Mrs Hilary Sayer (Sayerh@parkside-school.co.uk 07833 132942) and EYFS, Mrs Jackie Ridsdale (ridsdalej@parkside-school.co.uk Tel 01932 862749 ask to speak to Jackie Ridsdale). They will be informed of the role of the DSL and how she can be contacted in an emergency.

All contractors, who have regular direct contact with pupils, undergo the DBS check and also receive: the school safeguarding statement, "Safeguarding at Parkside School"; the school's Safeguarding Policy; the Staff Code of Conduct; a copy of Part 1 of KCSIE. And Annex A

New Governors are also provided with child Safeguarding awareness through online training through Educare, they must also complete the Prevent online course. Where possible they will also attend inset training with staff.

This training makes clear to all staff their professional and personal duty to report safeguarding concerns to the DSL, or in the absence of action, directly to local children's services (referral details given in **Procedures for dealing with allegations or concerns about a child, in accordance with locally agreed inter-agency procedures**). M.A.S.H See Appendix IV

During induction staff will be made aware of the Whistle Blowing policy and procedures. A copy of the policy will be made available for all new staff.

This training is carried out by the DSL, the Deputy, Jackie Ridsdale or an outside agency and will be updated, in line with SSCB advice, to maintain their understanding of the signs and indicators of abuse.

The DSL and Bursar keep records and certificates of all training undergone by staff within the school. The Bursar will ask to see copies of all paperwork relevant to safeguarding children from all contractors working at the school.

Prevent (see appendix II)

The School takes measures to prevent pupils to be drawn into Terrorism. Outside speakers are vetted and supervised (see appendix III) and the School ensures suitable filtering through the internet is in place. The school teaches pupils about on line safety in accordance with our E Safety Policy and the School follows Preventative Guidance as shown in KCSIE and Prevent Duty Guidance for England and Wales (July 2015). Parkside School takes the training of staff with Prevent awareness seriously. All staff in all areas of the school, Governors, permanent, part-time and voluntary are expected to complete the online training course below and provide proof of training through certificate.

http://course.ncalt.com/Channel_General_Awareness/01/index.html

The Channel Police Practitioner for North Surrey is **Dave Stewart** ID number: 13708 and phone number 01484 571212 ext 36914

DfE dedicated line for non-emergency advice for staff and governors: 02073407264

counter-extremism@education.gis.gov.uk

STAFF OBLIGATIONS

All staff in our school are required to notify the school immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/D_BS_referrals_guide_-_relevant_offences_v2.4.pdf).

The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006.

Disqualification Under the Childcare Act 2006 (June 2016) apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

The school takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the school immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the school immediately if he/she is living in a

household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the Headmaster or bursar for more details.

We recognise that it is a key role of the school to support children and that the school may provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation.

Parkside encourages staff to be aware of the attitude that "it could happen here" where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

The school will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer.

What is abuse?

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to prevent harm.

There are four types of abuse (definitions from KCSIE: Part 1): Appendix A

- **Physical:** 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.
- **Signs can include (but are not restricted to):** bruising, burns, fractures, particularly with no reasonable or consistent explanation for the injury.
- **Emotional:** 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.

- **Signs can include (but are not restricted to):** inappropriate knowledge of adult matters such as sex, alcohol and drugs; extreme emotional outbursts; sleep difficulties; bed wetting; inappropriate language; lack of parental attachment; lack of social skills; self-harm.
- **Sexual:** 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.
- **Signs can include (but are not restricted to):** talking about sexual acts or using sexually explicit language; having sexual contact with other children; using toys or other objects in a sexual way; becoming withdrawn or clingy; physical signs such as anal or vaginal soreness or unusual discharge; showing adult-like sexual behaviour; public masturbation; pregnancy; sexually transmitted diseases.
- **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.
- **Signs can include (but are not restricted to):** medical needs not being met; not registered with a GP; not going to the dentist despite dental problems; numerous accidental injuries; underweight but eats well; poor attendance; frequent tiredness; unsupportive parents; hunger.

In addition to these signs other general indicators of abuse can include: disclosure of abuse; inconsistent explanations for injuries; unusual behaviour (either extreme or model); delayed development; reluctance to go home or being openly rejected by parents or carers.

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the [TES website](#) and also on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- [child sexual exploitation \(CSE\)](#) – see Appendix II
- [bullying including cyberbullying](#)

- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see Appendix II
- forced marriage – see Appendix II
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation See Appendix II
- sexting
- children missing education – see Appendix II
- teenage relationship abuse
- trafficking
- children who run away or go missing
- hate – see Appendix II

The letting of school property to private residents

There are three houses on site available for letting by private residents. These residents are subject to the enhanced DBS check.

One to One Teaching

One to one teaching takes place on a regular basis in the Special Education Needs department and in the Music Department for individual music lessons. The doors to the rooms, in which this teaching takes place, all have large windows. The staff have all had Safeguarding awareness training and copies of Guidance for Safer Working Practice for Adults Who Work with Children and Young People in Education Settings 2015. In situations where members of staff throughout the school are giving

one to one tuition, it is recommended that they inform another member of staff about the tuition and keep the door to their classroom open, in order to protect all involved. See Staff Conduct Policy

Procedures for dealing with allegations or concerns about a child, in accordance with locally agreed inter-agency procedures

The school prides itself on creating an environment where staff feel able to raise concerns, however small, and are supported in their safeguarding role. All staff have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters.

All members of staff and governors know how to respond to a pupil who discloses abuse through the delivery of their child protection awareness training at induction and then refreshed every three years.

Staff are all trained to understand the importance of children receiving the right help at the right time, in order 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.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make this referral. If the referral is not made by the DSL then she must be informed as soon as possible. If in doubt where to make the referral, google "reporting child abuse to your local council" and follow the guide.

Contact 999 if a child is at immediate risk or 101 if you think a crime has been committed (see Appendix IV).

Staff members are alerted to the particular potential vulnerabilities of Looked After Children and Previously Looked After Children.

Allegations of abuse may be made against a member of staff, a governor, a pupil, a parent or other person connected to the school.

If a disclosure of abuse is made to a member of staff by a child they must:

- Listen carefully
- Keep an open mind
- NOT ask leading questions
- Reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information on to the DSL, so that action can be taken quickly.

- Keep a clear record of the conversation, including the date, time and place of the conversation, what was said and in whose presence. The record should be signed by the person making it and should use names not initials. This should then be passed to the DSL, who will take the necessary action.
- Safeguard and preserve all evidence (for example scribbled notes, mobile phones containing text messages, clothing, computers).
- If a crime may have been committed, the matter should be reported to the Police.

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in school, are required to report instances of actual or suspected child abuse to the DSL. This includes abuse by anyone, including another pupil or pupils or a member of staff (see below).

The DSL will report safeguarding concerns to the Headmaster. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral is made to

M.A.S.H. Multi-Agency Safeguarding Hub – Surrey branch

Tel: 03004709100

Email: mash@surreycc.gov.uk

Secure email: mash@surreycc.gcsx.gov.uk or Egress

See full contact detail and information in Appendix IV

For children in need of additional support from one or more agencies, the school will liaise with the external agencies as required, following inter-agency assessment using local processes, including use of the Common Assessment Framework (CAF) and Team around the Child (TAC) approaches. Decisions to seek support for a child in need would normally be taken in consultation with parents and pupils.

The School recognises that parental consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

If for any reason the DSL is unable to deal with a child protection issue, all staff are responsible for following local procedures, and are fully aware of what these are (see Appendix I). If abuse is suspected a referral should be made to the Surrey MASH team. This contact can also be used for informal advice on borderline cases.

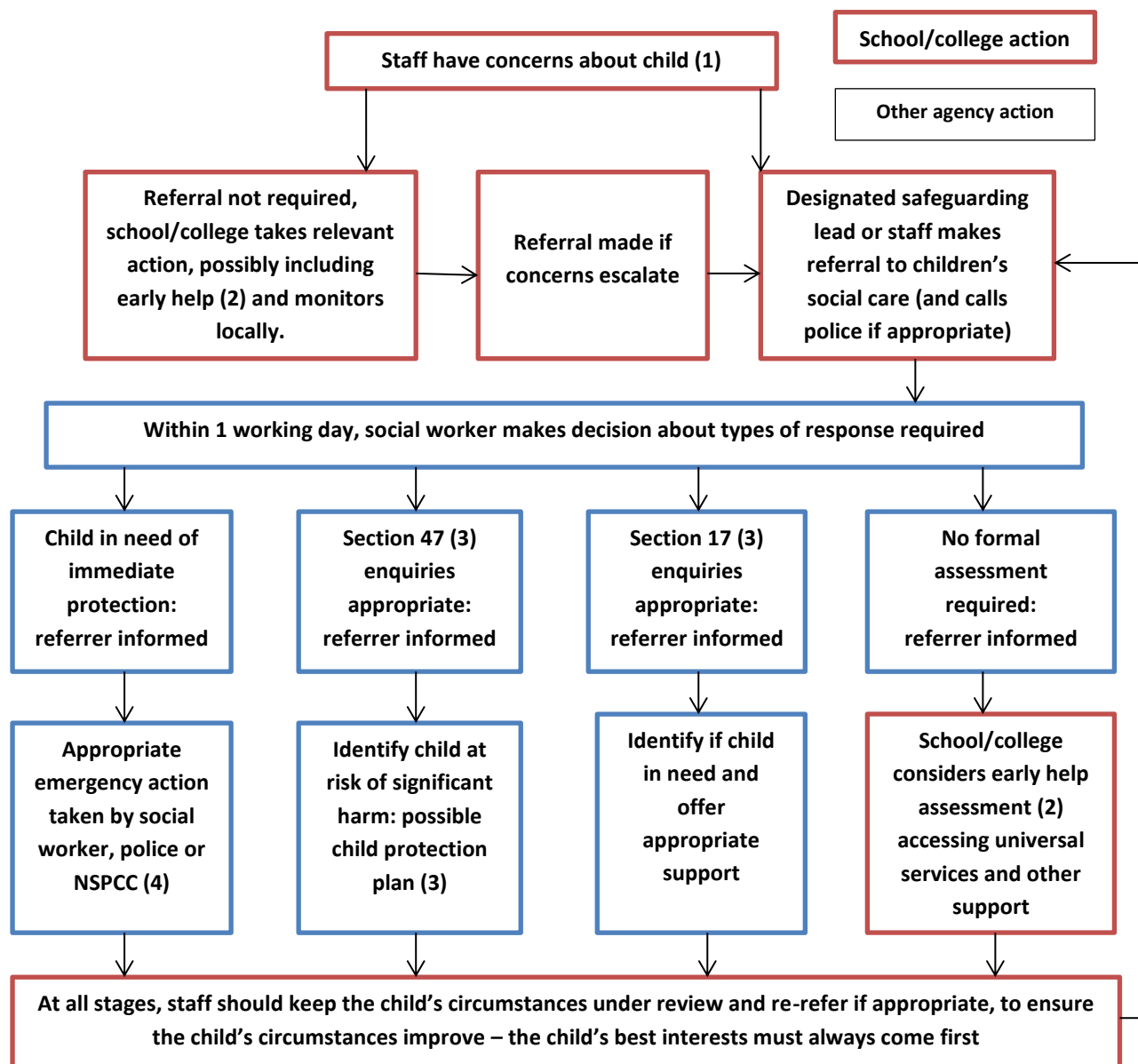
If at any point the DSL and the Headmaster are unavailable staff must go straight to the MASH team or the LADO to report any incident (**Geraldine Allen** 0300 200 1006).

If a child is in immediate danger, phone 999.

More information on making a referral can be found at <http://www.surreycc.gov.uk/view?a=172357>

Staff are aware of the importance of reporting all concerns, however small, and understand 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.

Actions where there are concerns about a child



Procedures for dealing with allegations against staff

Procedures for dealing with an allegation of abuse against staff are carried out in accordance with KCSIE.

All allegations are to be reported, straight away, to the DSL, who will inform the Headmaster.

All school staff should take care not to place themselves in a vulnerable position with a child and are provided with a copy of Guidance for Safer Working Practice for Adults Who Work with Children and Young People in Education Settings 2015 at induction.

There is a separate Code of Conduct which all staff are aware of, providing clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil.

All staff mobiles must be turned off or on silent and kept in their bags/coats. Phones may only be checked at break time in the staff room and never in the rooms when children are present. Staff are responsible for ensuring that mobile phones brought into school or nursery do not hold inappropriate or illegal content.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately speak to the DSL, who will inform the Headmaster, who on all such occasions will discuss the allegation with the LADO (our LADO is **Geraldine Allen** 0300 200 1006 option 4 then option 3).

If the Headmaster is not available, the DSL should make the report to the Chair of Governors (Robin Southwell). Priority will be given to the allegation in order to reach a quick resolution and all unnecessary delays will be eradicated.

The Headmaster, on all such occasions, will not conduct his own investigation before discussing the content of the allegations with the Duty LADO, which should be done within one working day of the allegation being made. In borderline cases discussions with the LADO can be held informally and without naming the school or individual.

During the initial contact with the LADO, the nature, content and context of the allegation will be discussed and a course of action will be agreed, including any police involvement. Discussions should be recorded in writing and communication with both the individual, against who the accusation has been made, and the parents of the child/children agreed. The school will consider carefully whether the circumstances of the case warrant suspension or whether an alternative arrangement should be put in place. The school will give due weight to the views of the LADO and the policy when making a decision about suspension.

Under no circumstances will we send a child who has made an allegation home, pending an investigation, unless this advice is given exceptionally, as a result of consultation with the LADO.

If the allegation made to a member of staff concerns the Headmaster, the person receiving the allegation will immediately inform the Chair of Governors (**Robin Southwell**, southwellr@parkside-school.co.uk) who will make contact with the LADO, without notifying the Headmaster first.

An allegation of abuse may be referred by the LADO to a Strategy Meeting, involving representatives from the school and the SSCB. A Strategy Meeting also covers any urgent formal strategy discussion, which may take place between the police, social care and education managers prior to the first meeting.

There are restrictions on the reporting and publishing of any allegations against teachers so the school will make every effort to maintain confidentiality and guard against unwanted publicity, up to the point where a person is charged with an offence or the DfE/NCTL (National College for Teaching and Leadership), publish information about an investigation or a decision in a disciplinary case.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Any member of staff found not suitable to work with children will be notified to both the DBS, the NCTL for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer. The DBS referral criteria must have been met, that is, they have caused harm or posed a risk of harm to a child. The school is committed to making this report within one month of the person ceasing to be used. This means: 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 be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation.

If dismissal does not meet the threshold for DBS referral, separate consideration should be given to a NCTL referral where a teacher has been dismissed (or would have been dismissed if he/she had not resigned) and a prohibition order may be appropriate. Further guidance is published on the NCTL website <https://www.nationalcollege.org.uk/>. The reasons that this might be considered are: unacceptable professional conduct; conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence.

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

All staff must be aware that in the case of serious harm, the Police should be informed from the outset. The school, in all cases, will seek advice from the LADO concerning referral in writing.

Dealing with allegations of abuse by one or more pupils against another pupil

Allegations of abuse by one or more pupils against another pupil when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm are taken very seriously. Staff must be aware of the forms of abuse – bullying (cyber bullying), gender based violence, sexting and banter.

Staff must follow the Anti-Bullying Policy. If such an allegation is made, the member of staff receiving the allegation will immediately inform the DSL, who will inform the Headmaster. The DSL will consult with the relevant social care referral point MASH (see appendix IV) and the Safeguarding Governor where appropriate.

We would not normally send the alleged victim home, pending such an investigation, without consultation with the SSCB, the Police or other agencies.

Suspension of the pupil, against whom the allegation has been made, needs careful consideration, and the Headmaster will seek advice from the SSCB before deciding on the course of action to be taken.

Pupils alleged to have sexually abused another should be subject to a risk assessment for their continuing education on site, in consultation with the SSCB.

All children involved, whether perpetrator or victim, should be treated as “at risk” in recognition of the fact that children who are abusers may be victims of abuse themselves and will certainly need additional support from the school and possibly other agencies.

Parents

All parents/carers are made aware of the responsibilities of staff members and the school with regard to child Safeguarding procedures through publication of the Safeguarding Policy on the school website and in our school introductory pack.

THE FULFILMENT OF OTHER SAFEGUARDING AND WELFARE RESPONSIBILITIES

Supporting children, promoting awareness and prevention

We recognise that a child who is abused or witnesses violence may feel helpless, ashamed and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We support all our pupils by encouraging self-esteem and self-assertiveness, through the curriculum as well as their relationships, whilst not condoning aggression or bullying. We promote a caring, safe and positive environment and liaise with a range of support services and agencies involved in safeguarding children.

Children with special educational needs and disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Governing bodies and proprietors should ensure their Safeguarding policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEND can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Pastoral care at Parkside

We have a strong pastoral tradition at Parkside which is designed to foster the spiritual, cultural, moral and social development of all our pupils and encourages children to discuss any difficulties they may be experiencing with a member of staff. "Who Can I Turn To" clearly outlines who they can talk to if they so wish, including a School email (ask@parkside-school.co.uk) linked straight to the DSL and Child line contacts. (prominent throughout the school) and the friendly culture of the school encourages this further. A "Worry Box", prominent in the crescent building foyer, can be used by any child with concerns, again it is monitored by the DSL. Each pupil has both a form teacher whom they meet with on a regular basis. In Form time (depending on age) discussions and activities take place focusing on a wide range of pastoral and PSHEE issues. In Forms 3-6 a weekly Study Skills / PSHEE lesson takes place – material is suitable for the different age groups. Throughout the school day and across the curriculum, pupils learn about how to adjust their behaviours to reduce risk, whether this be physical or emotional, and in addition to this the IT department works hard to teach pupils about the risks of using technology and the internet. Pupils also learn about appropriate social

behaviour and how to treat others with respect. Assemblies and form time are frequently used to discuss bullying.

We hope that by establishing and maintaining an ethos and environment where children feel secure, able to talk to their teachers and by equipping them with the tools they need to stay safe, we will go some way in preventing children coming to harm.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Safeguarding concerns

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the SLT.

Should a member of staff or volunteer feel unable to raise an issue with their employer or feel that their genuine concerns are not being addressed, other channels are open to them:

General guidance can be found at: <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

The NSPCC Whistleblowing helpline. Tel. 08000 280285 Email: help@nspcc.org.uk

Follow the Whistleblowing Policy.

Physical Intervention

This policy has regard to HM Government Guidance "Use of reasonable force in schools" September 2012. We acknowledge that staff have a legal power to use reasonable force. Physical intervention must be necessary and proportionate to the level of risk and will be used as a last resort. Such events should be recorded and signed by a witness. The event should be discussed with the DSL and Headmaster. We understand that physical intervention of a nature which causes injury or distress may be considered under child protection or disciplinary procedures. We understand that force may never be used as a punishment. We recognise that touch is appropriate in the context of working with children, and all staff have been given "Guidance for Safer Working Practice for Adults Who Work with Children and Young People in Education Settings" 2015 to ensure they are clear about their professional boundaries.

Bullying

Our Anti-Bullying Policy is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures, in particular when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the matter will be reported to the DSL, the SSCB and, if necessary, the police.

Cyberbullying

Our Anti-Cyberbullying Policy is set out in a separate document and acknowledges the growing threat of online bullying. We also acknowledge that to allow or condone cyberbullying may lead to consideration under Safeguarding procedures, in particular when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the matter will be reported to the DSL, the SSCB and, if necessary, the police.

Health and Safety

Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children physically within the school environment

E-Safety, Information technology, Acceptable Use Policy and Mobile Phone Policy (EYFS and Prep School)

The above policies acknowledge the risks associated with technology and access to the internet, and the procedures in place to protect children and adults against these and to enable children and adults to protect themselves. (Where the policies mention Images taken on a “mobile phone” this also includes cameras)

Monitoring and Evaluation of Policy

The school monitors and evaluates its child Safeguarding Policy and procedures through the following activities:

- Health and Safety Committee discussion sessions
- Frequent scrutiny of attendance data
- Regular analysis of a range of risk assessments
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school
- Frequent scrutiny of governing body meeting minutes
- Logs of bullying and/or racist behaviour incidents which are reviewed regularly by the senior leadership team and the governing body
- Regular review of parental concerns

This Policy and its procedures are reviewed annually by the DSL, Headmaster, Health and Safety Committee and Board of Governors. (already mentioned earlier in the policy)

Related Policies and Documents:

- | | |
|-------------------------------------------|-----------------------------------------------------|
| • Health and Safety Policy | • Lost Children Policy |
| • Anti-Bullying Policy | • PSHEE Policy |
| • Anti-Cyberbullying Policy | • School Discipline and Behaviour Management Policy |
| • E-Safety Policy | • Staff Code of Conduct |
| • Whistleblowing Policy | |
| • Induction Policy | |
| • Safer Recruitment Policy and procedures | |

Policy Implementation

All staff have been given a copy of Part 1 of KCSIE and it will be updated appropriately each time it changes.

The school has arrangements to listen to children should the need arise.

Outside councillors – **Mrs Gaynor Sbutoni** 01372 452794

Mrs Lisa Parkes Life Style Coach 07810 540242

School email address linked to the DSL: ask@parkside-school.co.uk

Childline number and email address prominent in all places: 0800 1111 childline.org.uk

Good Pastoral care is overseen by the Head of Pastoral Care, **Nick Procter**, directed by the DSL. The Head of Years (3 and 4 **Caroline Driscoll**, 5 and 6 **Anne Nkosi (maternity cover Mark Scholey)**, 7 and 8 **Alex Gainer, Madeline McMurdo** Head of EYFS and Pre Prep) are responsible for their areas of the school and will pass information to the Form teachers. Records kept by the DSL and Head of Pastoral Care, accessible by the Head of Years. Frequent discussion meetings take place.

The school has an adequate IT filtering system under the review and management of the Head of IT, **Alex Gainer**. We provide workshops to staff, parents and to pupils on e-safety and ensure that all pupils understand and adhere to the school's guidelines in this area.

The school has procedures in place to ensure visiting speakers are suitable, checks prior to visits are made and a form filled out and logged by the Bursar. Visiting speakers are not left alone with pupils. See appendix III.

This Policy will be under constant review. Any changes made by ISI will be implemented immediately with all staff being made aware. Any changes will be confirmed at the Governors' annual review

POLICY REVIEW:

Annual Review by the Board of Governors: 2015-2016

23rd November 2015

Last major update in September 2016

Most recent review: November 2016

Annual Review by the Board of Governors: 2016-2017

November 2016

Appendix I



Law and Publications used in the development of this policy

Independent Schools' Inspectorate: Commentary on the Regulatory Requirements September 2016

The Education(Independent School Standards) Regulations 2014

Statutory framework for the Early Years Foundation Stage, made under the childcare Act 2006

Keeping Children Safe in Education September 2016

Use of Social Media for Online Radicalisation July 2015

Working Together to Safeguard Children March 2015

Guidance for Safer Working Practice for Adults Who Work with Children and Young People in Education Settings 2015

Use of Reasonable Force in Schools 2013

Preventing and Tackling Bullying 2014

What to do if You are Worried a Child is Being Abused March 2015 (sharing information)

Children's Acts 1989 & 2004

Education Act 2002

Framework for the Assessment of Children in Need and their Families 2000

Disqualification under the Childcare Act 2006 (June 2016)

Health and Safety at Work Act 1974 and subsequent additions

Children Missing Education 2016

Prevent Duty Guidance for England and Wales July 2015

Teacher misconduct October 2015

Mental Health Act – Behaviour in school. Departmental advice.

The use of social media for on-line Radicalisation

The UK safer internet centre (www.saferinternet.org.uk)

CEOP's Thinkuknow website (www.thinkuknow.co.uk)

Safer internet centre: appropriate filtering and monitoring

E-safety guidance the national Education Network

Promoting the education of looked after children

Mental health and behaviour in schools: departmental advice

Counselling in schools : a blueprint for the future (February 2016)

Surrey Safeguarding Children Board Child Protection Procedures: <http://new.surreycc.gov.uk/social-care-and-health/childrens-social-care/information-for-child-social-care-professionals/surrey-safeguarding-children-board/procedures-and-resources-for-professionals-safeguarding-children-board/guidance-and-protocols-for-professionals-from-surrey-safeguarding-children-board>

Appendix II

Keeping Children Safe in Education Part One (September 2016)



Types of abuse and neglect

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.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

Further information on a Child Missing from Education

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

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006

Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Regulation 12(1) of the Education (Pupil Registration) (England) Regulations 2006

Further information on Child Sexual Exploitation

(We are waiting for an expected update to this section from DfE when an updated definition of CSE has been agreed).

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

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

Further information on so-called ‘honour based’ violence

So-called ‘honour based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of [The Multi Agency Statutory Guidance on FGM](#) (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

FGM mandatory reporting duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of femal genital mutilation procedural information.](#)

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_S_P_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is 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 case a person to enter 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: fmufco.gov.uk

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn. 13 to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies:

According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools 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. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents/the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The Department for Education has also published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The Government has launched [educate against hate](#), a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: [Channel guidance](#). E-learning channel awareness programme for staff is available at: [Channel General Awareness](#). Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to be drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and where considered appropriate and necessary, consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

Appendix III

Visiting Speakers' Form

Under the '**Prevent Statutory Guidance**' Schools must have clear protocols for ensuring that any visiting speaker whether invited by staff or pupils are suitable and appropriately supervised.

Speakers must not be left alone with pupils.

A visiting Speaker will be asked to bring their original DBS certificate (if they have one) so that it can be copied by the school. Copies of DBS certificates will not be kept longer than 6 months.

Staff who invite Speakers are expected to carry out an internet search on the Speaker.

Please complete the form below and give this for signature either to the Headmaster, Deputy Head or Bursar.

These forms will be kept in the Bursar's Office.



VISITING SPEAKERS' FORM PROFORMA



Name of Speaker	
Address	
Mobile number	
Email	
Date of Visit	
Member of staff organising the Visit	
Please state which part of the school are involved in the Visit	
DBS Certificate (Please check the DBS certificate and take a copy to attach to this form)	Yes/No
Internet Search (please state nature of search and any relevant details)	

Name and Signature of member of staff booking the Speaker

.....

.....

Date.....

Authorised by.....

Appendix IV



What is the MASH?

The Surrey Multi-Agency Safeguarding Hub (MASH) is the single point of contact for reporting concerns about the safety of a child, young person or adult. It aims to improve the safeguarding response for children and adults at risk of abuse or neglect through better information sharing and high-quality and timely responses.

The Surrey MASH achieves this by bringing together Surrey County Council social care workers, early help services, health workers, the police, and a vast array of virtual partners across Surrey – all under one roof. By being able to share relevant information between us, the MASH aims to identify need, risk and harm accurately to allow timely and the most appropriate intervention.

Contacts

- Telephone: 0300 470 9100
- Email: mash@surreycc.gov.uk

The MASH telephone number connects you to adult and child social care only. You can contact the police using the non-emergency number, 101, or in an emergency where the safety of a child, young person or adult is at immediate risk, dial 999.

Working time

The team of multi-agency staff will be based at Guildford Police Station, with the social care staff working 9am to 5pm Monday to Friday. The police staff in the MASH operate a 7-day service (excluding bank holidays), working 8am to 5pm Monday to Friday and 8am to 4pm Saturday and Sunday.

- MASH team
- Surrey Police
- PO Box 101
- Guildford
- Surrey
- GU1 9PE

Out of hours

Outside these hours, if you would like to contact adult or child social care, please call our emergency duty team on 01483 517898. If you wish to report a concern to the police you can contact them directly by dialing 101 for non-urgent situations or 999 in an emergency.

When should the MASH be contacted?

The Surrey MASH should be contacted if you would like to report a concern about the safety of a child, young person or an adult.

- Contact the MASH now

When should I call a different number?

If you have already been in touch with adult social care or children's social care services, please contact your allocated social worker or family support worker directly.

If you wish to report concerns directly to the Police, please call 101, or in an emergency where the immediate safety of a child, young person or adult is at risk, dial 999.

For any general or non-safeguarding concerns in relation to an adult (including young adults) please contact Adult Social Care.

Why does the Surrey MASH have both adult and children's social care workers?

By offering advice from social workers from both adults and children services, we can take a whole family approach—adults look after children/ young people and vice versa—concerns/ risks often affect both adults and children.

For example, an adult at risk who is experiencing abuse could also be a parent and the abuse they are experiencing could impact on their child. A MASH which covers both can look at the risks for both adult and child and come up with a holistic plan that supports the family.

What's the difference between safeguarding children and safeguarding adults?

Safeguarding children applies to all children. It is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

- Taking action to enable all children to have the best outcomes.

Safeguarding adults applies to adults who have care and support needs and because of those needs are unable to protect themselves from abuse or neglect (Care Act 2014).

The MASH partners

The Surrey MASH is made up of staff from Adult Social Care, Children's Social Care, Health and Surrey Police. We also have a virtual team of partners who support the MASH via information sharing.

This includes workers from the WiSE (What is Sexual Exploitation) Project, Education workers, Independent Domestic Violence Advisers, Youth Support Services, Probation Service, Ambulance, Hospitals, Surrey Fire and Rescue Service, Trading Standards, schools and colleges, a Data Analysis team as well as four Early Help Co-Ordination hubs.

Because of closer partnership working, there is clearer accountability and less duplication.

How does the MASH work?

The MASH will consider all matters that come to its attention and decide what the best level of support, or most appropriate service, is. If there is not enough information to make this decision, the MASH will request other agencies such as police, health and schools, for information to be able to make that decision.

What are the benefits of the MASH?

The Surrey MASH will:

- Make sure every child, young person and adult has the opportunity to access a service relevant to the level of need, harm and risk identified by the safeguarding partnership.
- Make sure the voice of the child, young person and adult is always first and foremost, and the Surrey MASH will make sure that the best interests of children, young people, families and adults are central in all considerations and decisions.
- Ensure every concern regarding a child or young person is considered and forwarded to the appropriate service, both statutory or within the early help offer.
- Deliver effective co-ordination between all safeguarding agencies to identify need, harm and risk as early as possible and deliver improved outcomes for all.

How does MASH and Early Help work together?

Early Help co-ordination will support all Surrey agencies, preventing and reducing the repetition

of youth and parental crime, schools' pupil absence and exclusion, domestic abuse and or violence, child abuse and neglect, poor family physical and emotional health, substance misuse, homelessness and financial exclusion.

Together the MASH and Early Help Co-ordination Hubs provide improved compliance by the safeguarding partnership, with the provision of help earlier and an audit trail showing outcomes to agencies involved

Data Sharing in the MASH

Any data or information in the MASH is shared using a secure IT system. Only information that is 'lawfully' relevant to each case will be shared. The data will be used to inform our decision on the most appropriate service by gaining a better understanding of risk and need.

All other information that is not relevant, necessary or proportionate to the need or risk of that individual case will not be shared and will not be accessible to any third parties.

Surrey Website Advice

If you are concerned about the safety of a child, you can contact our Multi-Agency Safeguarding Hub:

- Phone: 0300 470 9100 – Monday to Friday from 9am to 5pm.

Outside of these hours, call us on 01483 517898 to speak to our emergency duty team. In an emergency where you are concerned for the child's immediate safety you should call Surrey Police on 999.

The Multi-Agency Safeguarding Hub
Monday to Friday from 9am to 5pm

The Multi-Agency Safeguarding Hub (MASH) responds to initial enquiries about children, young people and adults. The MASH is based at Guildford Police Station and combines Children's Service social workers, Adult's Service social workers, and health and police staff.

If you have a concern about a child, young person or adult, please contact the Surrey MASH:

- Phone: 0300 470 9100
- Email*: mash@surreycc.gov.uk
- Learn more about the Surrey MASH

If you have already been in touch with adult social care or children's social care services, please contact your allocated social worker or family support worker directly.

If you wish to report concerns directly to the Police, please call 101, or in an emergency where the immediate safety of a child, young person or adult is at risk, dial 999.

For any general or non-safeguarding concerns in relation to an adult (including young adults) please contact Adult Social Care.

*Emails are dealt with during normal office hours. Agencies on the Government Connect Secure Extranet can send content up to 'official sensitive' to our secure email address:

mash@surreycc.gcsx.gov.uk

Local Authority Designated Officer (LADO)

Monday to Friday from 9am to 5pm

The LADO Service manages allegations against individuals who work or volunteer with children in Surrey. If you have a concern regarding someone who works with children please contact the

LADO on 0300 123 1650* or LADO@surreycc.gov.uk.

Surrey Safeguarding Children Board (SSCB)

Monday to Friday from 9am to 5pm

The Surrey Safeguarding Children Board co-ordinates how children are safeguarded and protected from harm. The SSCB is based in Leatherhead.

The Surrey Safeguarding Children Board website provides guidance and protocols for professionals as well as details of child protection training courses available.

Useful contacts:

Name	Contact number
SSCB Support Team	01372 833330 sscb@surreycc.gov.uk
SSCB Chair	01372 833378 SSCBchair@surreycc.gov.uk
SSCB Training	01372 833917 sscb.training@surreycc.gov.uk

Child death

Child deaths should be reported to the SSCB Child death overview panel coordinator:

Name	Contact number
CDOP Co-ordinator	01372 833319 CDOP@surreycc.gov.uk

Assessment Consultation Therapy (ACT)

To make a referral or for an initial discussion, please phone 01483 519606 or email act@surreycc.gov.uk.

Other local organisations' contact details

The Surrey Safeguarding Children Board (SSCB) website also includes contact details for other local organisations providing help and support for the family.

Complaints

The Care Quality Commission can look into concerns or complaints about social care and other things.

Appendix V

External reporting/Contacts for staff

We follow Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. Separate to involvement of the LADO, schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) at the school, or would have been removed had they not left.

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

Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the school will consider making a referral to the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The school will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

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

Contacts

Chair of Governors: Robin Southwell, southwellr@parkside-school.co.uk 01932 062749 ask for Eve McCann

Child protection co-ordinator 01372 833342

DSL: Hilary Sayer sayerh@parkside-school.co.uk 07833 132942

Governor responsible for safeguarding: Celia Gregory, gregoryc@parkside-school.co.uk 01932 062749 ask for Eve McCann

Independent Schools Inspectorate Tel 0207 600 0100

LADO: Geraldine Allen 0300 200 1006, choose option 4 then option 3

Multi agency safeguarding hub (MASH) mash@surreycc.gov.uk 0300 470 9100

National College of Teaching and Leadership Tel 0345 609 0009

Ofsted 0300 123 1231 enquiries@ofsted.gov.uk

Police emergency: 999. Non-emergency: 101

Police non-emergency: 01483 571212

Referral and assessment team (same as LADO) 01483 517898 (out of hours)

counterextremism@education.gsi.gov.uk - non emergency support and advice 0207 340 7264

Surrey County Council Website for Child protection

www.surreycc.gov.uk/education/safeguarding