# Shebbear College

## SAFEGUARDING AND CHILD PROTECTION POLICY

## From EYFS to Sixth Form

**Reviewed and ratified by the Governing Body on November 2018**

**Review by SLG – September 2018**

**Next full review by the Governing Body by November 2019**

### Policy Review at Shebbear College

The Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. Governors undertake a regular review (at least annually) to satisfy themselves that the implementation of this policy is effective.

### Introduction

**At all times the school should consider what is in the best interests of children at Shebbear College and should then take action to enable all children to have the best outcomes.**

This policy applies to staff, volunteers and contractors working with pupils on school premises or away from the school on an activity, visit or other educational pursuit. The policy is in accordance with the procedures of the **Devon Safeguarding Children Board**.

www.devonsafeguardingchidren.org

**The safety and well-being of all pupils at Shebbear College is our highest priority**. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn, and undertake educational activities in safety. Safeguarding and promoting the welfare of children includes protecting children from maltreatment and ensuring children are able to grow up in circumstances consistent with the provision of safe and effective care. Action will be taken to ensure all children have the best outcomes. Children include everyone in the school under the age of 18 years.

Where a child is suffering significant harm, or is likely to do so action will be taken to protect the child. Action will also be taken to promote the welfare of a child in need of additional support (even if they are not suffering harm or are at immediate risk).

The school fully recognises its responsibilities for child protection. All staff must be aware of the professional obligation laid upon them by the 1989 Children's Act and subsequent legislation and guidance, including The Independent Schools Standards Regulations (2014), *Working Together to Safeguard Children (revised 2018),* Keeping Children Safe in Education (revised 2018) and the Education Act 2002 Section 157.

**The school recognises that there is a difference between safeguarding children who have suffered from or are likely to suffer significant harm and those who are in need of additional support from one or more agencies.** The former should be reported to Children's Social Care immediately; the latter should lead to inter-agency assessment using local processes, including use of the "Common Assessment Framework (CAF)" and "Team around the Child" (TAC) approaches.

Furthermore the school recognises the value of **'Early Help'** . The school has an established pastoral system at all ages, but **all adults working or volunteering at the school** are trained to be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care
- is showing early signs of abuse and/or neglect.

Shebbear College values its Christian ethos based on respect and mutual tolerance. Parents and guardians have an important role in supporting the work of the School. This policy and the procedures for safeguarding and child protection will be reviewed by the board of governors at least annually and a copy of the policy will be provided on the school's website.

There are **five** main elements to our policy:

- Establishing a safe environment in which pupils can learn and develop;
- Ensuring the governance of safeguarding and promotion of welfare is fully embedded within the school;
- Raising awareness of child protection issues and ensuring staff, volunteers and contractors working at the school are fully aware of presenting issues and how to act in the event of concerns being raised;
- Ensuring staff recruitment practice is safe and fully accords with the requirements of **Keeping Children Safe in Education (2018**);
- Supporting pupils who are in need of protection or require additional help to achieve good outcomes.

**‘Whistleblowing’**

Shebbear College is committed to a culture of safety and of raising concerns about the wellbeing of its pupil body. The so-called **‘Whistleblowing policy’** (available from the school office and also on the school website and the staff drive on the school network) outlines the procedures by which concerns will be dealt with. All concerns brought to the attention of the school in good faith will be dealt with in accordance with published procedures and there will be no negative repercussions on those who bring forward such concerns. The school guarantees to review any poor or unsafe practices or potential failures in the safeguarding regime. It further undertakes to provide for mediation and dispute resolution where necessary and to provide any further training and support that is required. All concerns will be received and handled with appropriate transparency and accountability

**If someone has concerns about how a child protection issue is being dealt with then they can call the NSPCC Whistleblowing helpline on 08000280285 or email help@nspcc.org.uk for confidential advice**

**OTHER KEY CONTACT DETAILS FOR SAFEGUARDING**

| Role | Name | Email & Contact Number |
|---|---|---|
| Designated Safeguarding Lead including EYFS, Prevent Lead and Lockdown Manager | Mr Matt Newitt | mnewitt@shebbearcollege.co.uk 01409282000/07984127351 |
| Deputy Designated Safeguarding Lead including EYFS | Mrs Fran Lovett | mailto:flovett@shebbearcollege.co.uk 01409 282000/07875017851 |
| Deputy Designated Safeguarding Lead for EYFS only | Ms Hetty Thompson | mailto:hthompson@shebbearcollege.co.uk 01409 282000 |
| Headmaster | Mr Simon Weale | sweale@shebbearcollege.co.uk 01409 282000/07900083373 |
| Nominated Governor | Rev Simon Leigh | Revdsimonleigh24@sky.com 01409 282000 |

| | |
|---|---|
| L.A. Officers Jan Liff & Frances Hunt | 01392 384694 |
| The office of the Children’s Commissioner | 02077838330 |
| Devon Safeguarding Children Board/ MASH | www.devonsafeguardingchildren.org/ 0345 155 1071 |
| Children/s Social Care | 01271 388660 |
| CAMHS | 01392 384964 |
| Police Child Abuse Investigation Unit | 01392 384964 |
| NSPCC Helpline | 0800 11 11 |
| Ofsted | 0300 123 4666 |
| ISI | 020 760 0100 |
| DBS | 0870 90 90 811 |
| TRA | 0345 609 0009 |
| Prevent – if you have a concern that someone is involved in terrorism | 0800789321 (emergency) 02073407264 (non-emergency advice for staff or governors) or contact mailto:counter-extremism@education.gsi.gov.uk |

## TRAINING FOR ADULTS AT SHEBBEAR COLLEGE IN SAFEGUARDING AND PROMOTION OF WELFARE

Child protection training will be provided and monitored for all staff, including temporary staff and volunteers who work with children on a regular basis and in accordance with the requirements of the local safeguarding children board training in terms of content and frequency. As well as annual formal training (usually in September), staff will receive informal updates by email, through briefings and online refresher courses at intervals throughout the year. As part of their training all staff are made aware of the risks presented to pupils online and for strategies that they may use in their everyday work to reduce and manage the risks these present to pupils at school.

All staff, including temporary staff, volunteers and new governors, must be provided with induction training that involves reading the appropriate documentation and then understanding:

1. The school's Safeguarding and Child Protection policy including information about the identity and role of the DSL and any deputies;
2. The staff code of conduct together with policies for the whistleblowing procedure and the acceptable use of technologies;
3. The pupil behaviour policy
4. The school's safeguarding response to children who go missing from education (children missing education policy to be provided);
5. Online safety
6. A copy of Part 1 and Annex A of KCSIE (2018).
7. The school's responsibility under the Prevent strategy – including how to identify and report young people at risk from radicalisation

As a result of such training all staff should be able to:-

- Identify the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead in the school
- Explain what they would do if they had a concern about a child
- Explain what they would do if they were worried about the behaviour of a colleague
- Explain what they would do if a child told them they were being abused or neglected

The Designated Safeguarding Lead (currently the school's Deputy Head) and their Deputy (Assistant Head) receive appropriate inter-agency training which is updated at least every two years.

## IDENTIFYING ABUSE – WHAT IS ABUSE AND NEGLECT?

Through their day to day contact with pupils, school staff are well placed to observe any signs that a child may be suffering or is likely to suffer significant harm or alternatively is in need of additional support to promote their welfare. The school will therefore:

- Establish and maintain an environment where pupils feel secure, are encouraged to talk, and are listened to.
- Ensure through PSHE and the Assembly programme that pupils know relevant safeguarding measures and that there are adults in the school whom they can approach if they are worried through the system of form tutors, pastoral team, school nurse and independent listener.
- Include opportunities in the PSHE curriculum (Safeguarding Essentials resources) for pupils to develop the skills they need to keep themselves safe from harm including online. E-safety messages are sent through the weekly newsletter. The Sexplain programme for 11-18 year olds and in the Prep School the Gooseberry Planet resources are followed.

The following is taken from 'Keeping Children Safe in Education: 2018'

***All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.***

***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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by 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 from 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.*

***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, for example, 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.*

**All** Shebbear staff have an awareness of safeguarding issues. Staff are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

**All** Shebbear staff are aware that safeguarding issues can manifest themselves via **peer on peer abuse**. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear as to the school or college's policy and procedures with regards to peer on peer abuse as outlined in our behavioural management policy and the consequential harm and the need to ensure that such matters are appropriately handled in the best interests of both the victim(s) and alleged abuser(s).

**Specific safeguarding issues**

The school will seek advice from expert and professional organisations that are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools on the TES website and also on its own website http://www.nspcc.org.uk

The school can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE)- **see also appendix 1**
- bullying including cyberbullying – *also refer to the Anti-Bullying Policy*
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- Vulnerability of pupils with SEND – in particular with reference to anti-bullying and behaviour
- female genital mutilation (FGM) – **see also appendix 1**
- forced marriage – **see also appendix 1**
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- honour-based killings – **see also appendix 1**
- mental health
- Children missing from Education – **see also appendix 1**
- private fostering
- radicalisation and the 'prevent' strategy – **see also appendix 1**
- sexting
- teenage relationship abuse

- trafficking
- the policy for the use of Cameras and Mobile Phones in EYFS – **see appendix 5**

**See Appendix 2 for characteristics and symptoms of child abuse or neglect.**

## ROLE AND RESPONSIBILITY OF GOVERNORS AT SHEBBEAR COLLEGE

The governing body is accountable for ensuring that the school complies with its legal duties under relevant legislation. They are also responsible for ensuring that the policies are fully implemented in practice and are reviewed for their effectiveness at least annually and that any deficiencies or weaknesses in child protection arrangements are remedied without delay. The nominated member of the governing body who will liaise with the local authority on issues of child protection or in the event of an allegation being made against the Headmaster or member of the governing body is **Rev Simon Leigh** who is suitably trained in safeguarding and promotion of welfare. The nominated governor meets regularly (at least termly) with the DSLs to review implementation of the policy and procedures and review the SCR.

Key tasks of the governing body include:

- An annual review of the school's child protection policies and procedures including an update and review of procedures and their implementation, or more regularly if required. KCSIE indicates that the DSL would work with the governing body on this;
- Ensuring the school contributes to inter-agency working in line with **Working Together to Safeguard Children (2018)** through the effective implementation of the policy and procedures in practice and good cooperation with local agencies. The implementation of these policy provisions will be checked through discussion with the governing body and DSL, and by scrutiny of the relevant minutes. Minutes should therefore be sufficiently detailed to demonstrate the depth of the review;
- If there has been a substantiated allegation against a member of staff, the school should work with the Designated Officer (previously LADO) to determine whether there are any improvements to be made to the school procedures or practice to help prevent similar events in the future.
- Maintaining appropriate records for staff training and safe staff recruitment and vetting processes to underpin and inform the annual review of safeguarding arrangements.
- Ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority. This includes ensuring that staff have the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers, and information available to the DSL.
- Reporting to the Charity Commission any safeguarding cases defined as serious incidents as laid out in Charity Commission guidelines to trustees

## DESIGNATED SAFEGUARDING LEAD(S)

The governing body has appointed a member of the school's leadership team to the role of Designated Safeguarding Lead (for all settings including EYFS). This person is the Deputy Head (Pastoral) **Mr Matt Newitt**. Working with him will be the Assistant Head, **Mrs Fran Lovett** who has been appointed to the role of Deputy Designated Safeguarding Lead (for all settings including EYFS).
The DSL is responsible for keeping written records of concerns, discussions, decisions and reasons for decisions.

The Headmaster has a role of oversight and operating in concert with/supporting the above as necessary. The School Nurse holds a copy of "Child Protection: guidance for senior nurses, health visitors and midwives" (HMSO) and is fully conversant with, and uses, its guidance where relevant to the school setting. The nurse attends any school INSET concerned with safeguarding and the promotion of child welfare.

**The role and responsibilities of the Designated Safeguarding Leads are contained in Appendix 3**

## REPORTING CONCERNS ABOUT A CHILD

If any member of staff or volunteer has a concern that: a child may be suffering significant harm; is likely to suffer significant harm or; is in need of additional support in order to promote their welfare, then the member of staff or volunteer must liaise without delay with the school's DSL or deputy. The designated person will decide whether to make a referral to children's social care (MASH) in accordance with local protocols including taking advice.

There are many ways to report concerns to the DSL or deputy. Ideally spoken contact should be made, but both are available by email as well. The DSL keeps all school Child protection records.

Full procedures are available from devon.gov.uk/childprotection

The same procedures can also be followed if there is a concern that a pupil is at risk of being drawn into terror.

**The Devon Safeguarding hub can be contacted 24 hours a day on 03451551071**

**Such contacts must be made without delay where there is a risk of immediate serious harm to a child.**

***It should be noted that any member of staff can refer children directly to children's services if they feel that appropriate action is not being taken. Where it is suspected that a crime has been committed or will be committed then the police should be contacted immediately.***

***Similarly any concerned adult should press for reassessment if they feel that a problem has re-emerged and/or is not being dealt with effectively***

It will be for children's social care services to determine the nature of any investigations or assessments in accordance with sections 47 and 17 of the 1989 Children Act 1989.

Staff must ensure that the child's wishes and feelings are taken into consideration when determining the actions to be taken and what services are required to ensure protection.

Staff must never promise confidentiality to the child and must always act to ensure interests of the child are paramount.

**Peer on peer abuse**

The school operates an **Anti-Bullying policy** and a **Behavioural policy** that outlines procedures when difficulties arise in the relationships between pupils. However the school recognises that in some cases there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. **In such circumstances the reporting procedure to be followed is the same as all other suspected abuse cases.** However, it is an expectation in such cases that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as being "at risk".

Different gender issues can be prevalent when dealing with peer on peer abuse, for example sexual violence and sexual harassment (**see Appendix 1 for more information**), sexting (or youth produced sexual images), initiation/ hazing-type violence and rituals, but abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. It is more likely that girls will be victims and boys perpetrators, but all peer on peer abuse is unacceptable and should be taken seriously **(Please see Appendix 1 for more guidance on Peer on Peer abuse).**

Access to 3G/4G is limited through the school policy of all phones outside of the Sixth Form being turned off on arrival at school unless permission is given by teachers for their use. Within boarding pupils in Forms 4 and below hand all electronic devices in thirty minutes before lights out to give them time to wind down without using any technology. Form 5 and Sixth Form are given additional privileges in this area but their management is monitored and intervention to help them takes place if necessary.

**GUIDANCE IN HANDLING CONCERNS RAISED BY CHILDREN**

- Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the pupil or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened.
- Stop asking any more questions as soon as the pupil or adult has disclosed that he or she believes that something abusive has happened to the pupil or someone else.
- Tell the informing pupil or adult that the staff member will now make sure that the appropriate people are brought in to follow the problem through.
- Try to ascertain the wishes and feelings at this point if appropriate but remember that what they want to happen may not be possible.
- Refer the matter immediately, with all relevant details to the DSL as above, or the designated deputy.
- Make an accurate written record as soon as possible of what they have been told, and make a copy of this available to the DSL or Headmaster.

**Remember that you have a duty to safeguard the welfare of our pupils. Never assume that abuse is impossible in the school, or that an accusation against someone you know well is bound to be wrong. If you suspect a child is being abused physically, emotionally, sexually or is being neglected then you should raise your concerns with the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead or the Headmaster as soon as possible.**

## ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF

Where it is alleged that a teacher or member of staff or volunteer has behaved in a way that has harmed a child, may pose a threat to children or possibly committed a criminal offence against a child the matter **must be reported immediately to the Headmaster**. This includes any allegations against the Designated Senior Lead.

The Headmaster must then, without delay, contact the Designated Officer (DO) to discuss the concerns. The DO in conjunction with children's services and/or the police will then confirm the arrangements for investigating the issues raised. The school will fully comply with these arrangements including maintaining appropriate levels of confidentiality. ***Where a child has suffered serious harm and/or a crime may have been committed or has been committed then the police must be contacted from the outset.***

If the allegations concern the Headmaster the initial report must be made to the Chair of Governors or the nominated governor representative for safeguarding who will then be responsible for notifying the Designated Officer. **The Headmaster should not be informed of this. The Designated Officer will then advise on the appropriate course of action.**

The Designated Officer should be informed within one working day of **all** allegations and those that are made directly to the police.

Immediate contact should be made with the Designated Officer to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and communication with both the individual and the parents of the child/children agreed. The school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place.

Since 1st October 2012, there have been restrictions on the reporting or publishing of allegations against teachers and so schools must make every effort to maintain confidentially and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

The school maintains a code of conduct for staff which provides guidance to staff and volunteers about their behaviour and actions so as to not place pupils and staff at risk of harm or of allegations of harm to a pupil (***refer to the Staff Code of Conduct – this can be found under the policy section on the school website and is available on request from the school office***).

Shebbear College have a duty of care to their employees. The school will ensure it provides effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Any allegation of abuse made against a teacher or other member of staff or volunteer in the school will be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Where a member of boarding staff is suspended pending an investigation of a child protection nature alternative accommodation will be provided away from children.

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. Shebbear College has a legal duty to respond to requests from the DBS for information they hold already, but the school do not have to find it from other sources.

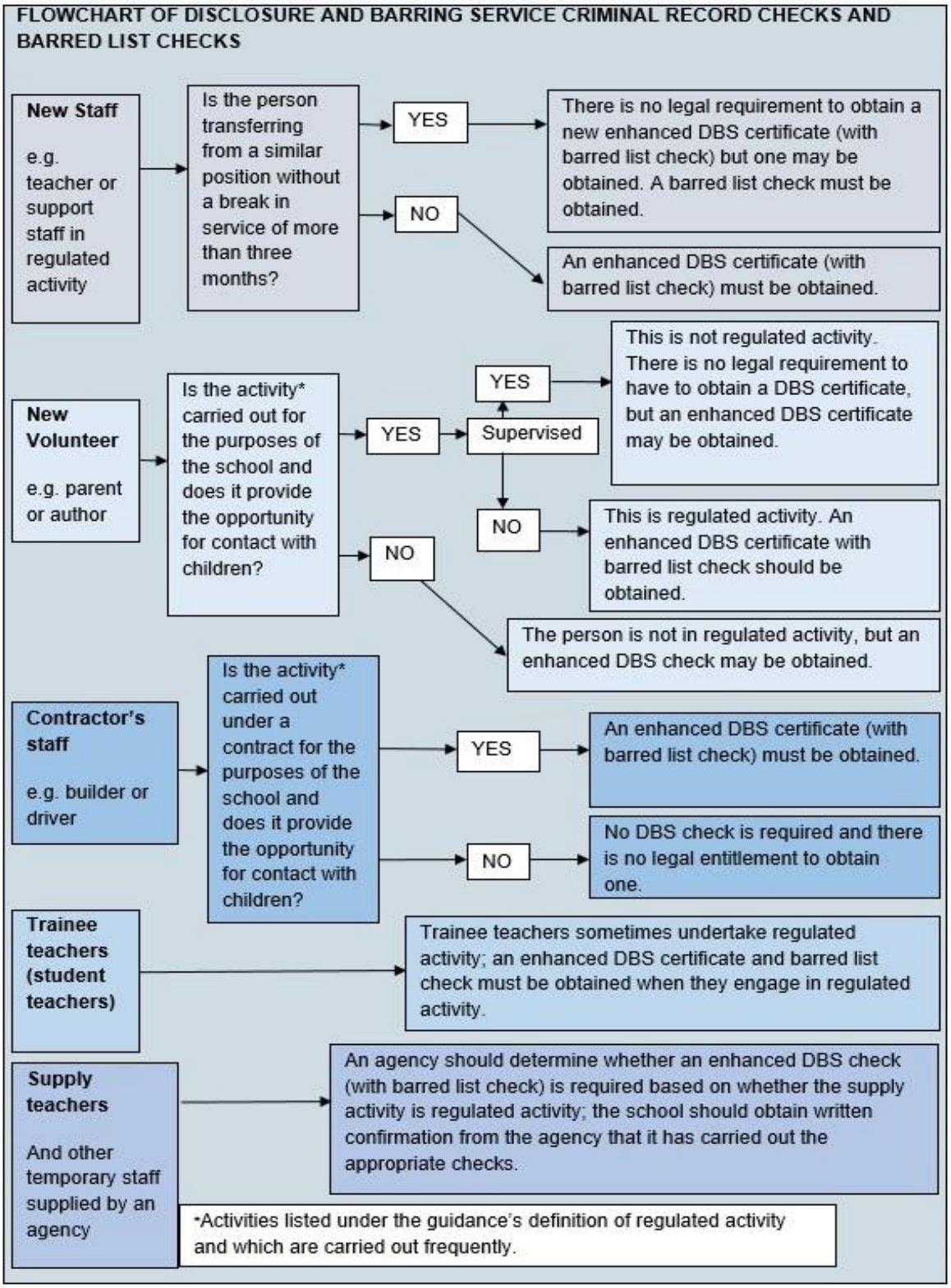
If a member of staff, volunteer, student or contractor is deemed to be unsuitable to work with children because they have harmed and/or pose a risk of significant harm a report will be made to the Disclosure and Barring Service (DBS).

Within the EYFS setting, in the event of an allegation of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere Ofsted will be notified within 14 days.

If a teacher is dismissed, (or would have been dismissed if they had not resigned), a referral will be made to the **Teacher Regulation Agency (TRA)** and a prohibition order may be appropriate. 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 TRA website.

Where a referral has been made to the DBS, it is not necessary for a referral also to be made to TRA, 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 a TRA referral.

**Flowchart of Disclosure and Barring Service criminal record checks and barred list checks**




*Source: Keeping Children Safe in Education, 2018*

## SAFER RECRUITMENT POLICY

**Please refer to Appendix 4.**

## EYFS

Shebbear College has a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Early Years Foundation Stage. Shebbear College will ensure that:

- Mr Matt Newitt is the EYFS Lead. Mrs Fran Lovett and Ms Hetty Thompson are EYFS Deputies.
- staff complete safeguarding training that enables them to recognise signs of potential abuse and neglect; and
- have a practitioner who is designated to take lead responsibility for safeguarding children within each early years setting and will liaise with local statutory children's services agencies as appropriate.

This lead will also complete child protection training.

## BOARDING

Arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school and such arrangements have regard to the Boarding Schools National Minimum Standards. Boarding Schools National Minimum Standards All staff will be alert to pupil relationships and the potential for peer abuse. The school will make arrangements for alternative accommodation off the school campus for anyone suspended from duty because of concerns about their suitability to be working with children.

# APPENDIX 1 – FURTHER INFORMATION ON:

## CHILD SEXUAL EXPLOITATION (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

## FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs that FGM may have already taken place include a girl who may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

The government has helpfully produced Multi-Agency Practice Guidelines on FGM. The DSL has a copy of these, but they are also available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

**It is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's DSL and involve children's social care as appropriate.**

**To report to police phone 101 or 999**

## 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 doubts 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 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see section on FGM).

## FORCED MARRIAGE

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.
The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

## RADICALISATION AND THE 'PREVENT' STRATEGY

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. As KCSIE (2018) acknowledges 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.
Staff at Shebbear meet together at least twice a week and use this opportunity to share concerns about pupils. If a child is thought to be at risk of radicalisation then this information should be shared with the DSL and consideration will then be given about a possible referral to Channel.

Under Section 26 of the Counter-Terrorism and Security Act 2015 the school has a responsibility to prevent people from being drawn into terrorism – the Prevent duty. Under this duty, Shebbear College:-

- Risk assesses children being drawn into terror
- Pays due regard to the Devon County Prevent strategy
- Trains staff to identify children at risk and to challenge extremist ideas. The DSL and the Deputy DSL have both undertaken Prevent awareness training and have briefed staff about their findings.
- All Shebbear pupils receive CEOP training and the school network is filtered to ensure that children are safe from terrorist and extremist material.

Shebbear College is committed to working with the new 'Channel' programme and if required the College (via the DSL) will refer vulnerable pupils to the Devon 'Channel' panel.

## PEER on PEER - SEXUAL VIOLENCE AND SEXUAL HARRASSMENT

### What is meant by sexual violence and sexual harassment?

Sexual violence and sexual harassment can be between two children, or a group of children. Both sexes may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment. Children with SEND are likely to be more vulnerable.

Sexual violence refers to rape, assault by penetration or sexual assault. Sexual harassment includes such things as sexual comments, sexual jokes, physical behaviour, such as deliberately brushing against someone, and online activity including sharing of images or video (sexting).

Harmful sexual behaviours in children are those which are inappropriate, problematic, abusive and violent. When considering harmful sexual behaviour, the ages and developmental stages of the children involved should be considered.

### Responding to reports of sexual violence and sexual harassment

Reports of sexual violence are often complex and require difficult decisions to be made. Decisions are ultimately for a school to make on a case-by-case basis, with the DSL taking a leading role, and supported by other agencies such as children's social care or the police.

Some situations are statutorily clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves. Online sexual violence or sexual harassment can be more complex, such as images shared at another school.

The initial response to a disclosure is important and the victim should be taken seriously and supported. It is important that sexual violence and sexual harassment are shown to be unacceptable, and not passed off as 'banter' or 'part of growing up'. The school will consider carefully any report of sexual violence or harassment and act in the best interests of the child. While the facts are being established, the school will remove the alleged perpetrator from any classes shared with the victim, and consider how best to keep them a reasonable distance apart, in the best interests of both children. The school will also consider carefully when to inform the alleged perpetrator, and this may be discussed with relevant agencies. The school will do all that can be reasonably done to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media.

There are four likely routes to consider when managing a report of sexual violence or sexual harassment:

• Managing internally: in some cases of sexual harassment (such as one-off incidents) the school may manage the incident internally;
• Early help: this is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation;
• Referral to children's social care: in cases where there has been harm, or there is an immediate risk, a referral should be made to children's social care;
• Reporting to the police: in cases where rape, assault by penetration or sexual assault is reported.

The school will not wait for the outcome of a police investigation before protecting the victim, perpetrator and other children in the School. The school will undertake a risk assessment considering the victim, alleged perpetrator and other children at the School. Risk assessments will be kept under review. A professional risk assessment by external specialists may be required to inform our own risk assessment.

The DSL will work closely with the police to ensure that the School's actions do not jeopardise the police investigation. If a child is convicted or cautioned, the School will update the risk assessment and consider taking suitable action through the behaviour policy.

N.B. Children may take 'sides' following an incident and the school will do all that it can to ensure neither victim nor perpetrator are bullied or harassed. Other children in the School may also need support, especially if they have witnessed sexual violence.

**Ongoing support**

Support for the victim should consider their age, the nature of the allegations and the risk of further abuse. The needs and wishes of the victim should be paramount, and they should be able to continue their normal routine as far as possible. Support for the alleged perpetrator must also consider their age and the nature of the allegations. An alleged perpetrator may have unmet needs themselves.

**Working with parents and carers**

Schools will, in most cases, engage with the parents of both the victim and the perpetrator and should consider carefully what information they provide. It is good practice to meet the victim's parents with the victim present to discuss safeguarding arrangements, and also good practice to meet the perpetrator's parents to discuss what arrangements are being put in place, such as moving them out of classes.

## CHILDREN MISSING FROM EDUCATION

A child going missing from an education setting is a potential indicator of abuse and neglect. In the last year a number of pupils have been taken out of the UK education system with the intention of radicalising them. Governing bodies should put in place appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
Shebbear College monitors patterns of absence.

**If a student misses more than ten consecutive days of education without good reason or is missing for a shorter period of time either once or repeatedly then the school will contact the Designated Officer for Devon County Council overseeing Children Missing from Education via the Devon Safeguarding hub – MASH tel – 0345 1551071**

## APPENDIX 2 – SIGNS OF ABUSE AND NEGLECT

**A child may be experiencing abuse if he or she is:**

- Frequently dirty, hungry or inadequately dressed
- Left in unsafe situations, or without medical attention
- Constantly “put down,” insulted, sworn at or humiliated
- Seems afraid of parents or carers
- Severely bruised or injured
- Displays sexual behaviour which doesn’t seem appropriate for their age
- Growing up in a home where there is domestic violence
- 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 or circumstances that worry you. Abuse is always wrong and it is never the young person’s fault.

**Signs and behaviours which may indicate that a child is being abused:**

- repeated minor injuries
- truanting
- drug taking
- sexting
- 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), continual open masturbation, 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
- relationships between child and adults which are secretive and exclude others
- pregnancy

These signs are not evidence themselves, but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs.

## APPENDIX 3 – THE ROLE AND RESPONSIBILITES OF THE DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead will ensure that their role is carried out according to the guidance contained in 'Safeguarding Pupils and Safer Recruitment' DfE (formerly DfES, then DCSF) 2007 and with KCSIE (2018). They will ensure the operation of safe recruitment procedures, including DBS checks and compliance with Independent School Standards regulations. The role of the designated person is an operational one.

The Designated Safeguarding Lead takes specific responsibility for child protection matters in the school and is responsible for:

- Holding the school's copy of the current Devon Safeguarding Children Board Child Protection Procedures, being fully conversant with these procedures and ensuring that SLT and members of the pastoral team are aware of them.
- Ensuring that the School follows the procedures through maintaining ready contact with the social services.
- Holding and being conversant with the school's copy of "Working Together: a guide to arrangements for inter-agency co-operation for the protection of children from abuse."
- Holding and being conversant with appropriate sections of the Children Act 1989, Independent School Regulations 2014, Section 11 of the 2004, and KSCIE (2018).
- Making the above publications and any similar relevant documentation available to The Headmaster, other CP staff and the Nurse.

**Managing referrals**

- Ensuring that child protection procedures are followed within the school.
- Refer all cases of suspected abuse to the local authority's children's social care and:
    1. DO for child protection concerns (ALL cases which concern a staff member);
    2. DBS (cases where a person is dismissed or left due to risk/harm to a child); and/or
    3. Police (cases where a crime may have been committed).
- Liaise with The Headmaster to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

**Training**

The DSL should receive inter-agency training every two years in order to:

- 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 full induction in the school's child protection policy and procedures, especially new, part time staff, volunteers and governors.
- Be alert to the specific needs of children in need those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training.

- 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.
- Be fully conversant with new requirements such as the Prevent strategy and issues such as FGM and radicalisation

**Raising Awareness**

The DSL should ensure the school policies are known and used appropriately:

- Ensure the school child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies 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 in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file. Furthermore to act proactively in contacting the new school or college to ensure the child is appropriately supported when they arrive
- Train the prefect and pupil body in awareness of CEOP and internet safety

- Ensure the availability of an independent listener
- Liaison over child protection procedures with the social services department
- Communicating to the local Social Services reports of alleged or suspected child abuse within the School or reported by a pupil relating to incidents at home or outside the school, with the knowledge and agreement of The Headmaster.
- Ensuring that, in the event of The Headmaster referring an allegation of child abuse through the Designated Person to the Devon local authority MASH team, such other actions, for example protecting the victim of the alleged abuse, are carried out.
- Reporting formally at least once a year to the Governing Body on child protection issues.
- Ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay.
- Ensuring that every member of staff and volunteer at The School is issued with the Child Protection Policy which gives advice on what to do if you're worried a child is being abused.
- Ensure that the school has up to date information about which parents have 'Parental Responsibility'.
- Will undergo updated child protection training every two years.
- Ensure the Headmaster and all staff members undergo child protection training which is updated regularly, in line with advice from the LSCB.
- Making sure there is always cover for this role.

## APPENDIX 4 – RECRUITMENT AND SELECTION POLICY AND PROCEDURES including EYFS

**Policy statement**
The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education.

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

*Please refer to the Safer Recruitment Policy for our current procedures*

## APPENDIX 5 – EYFS (Kindergarten) POLICY FOR THE USE OF CAMERAS AND MOBILE PHONES

**To ensure the safety and welfare of the children in our care this policy outlines the protocols for the use of personal mobile phones and cameras within the EYFS (kindergarten).**

- Personal mobile phones, cameras and video cameras cannot be used when in the presence of children either on school premises or when on outings
- In school and on school trips the recording of children's activities must be carried out on a school camera
- All mobile phones must be stored securely within the setting during contact time with children (This includes staff, visitors, parents, volunteers and pupils)
- No parent is permitted to use their mobile phone or use its camera facility whilst inside school buildings
- Mobile phones must not be used in any teaching area within the setting or within the bathroom area.
- In the case of a personal emergency staff should use the school telephone. It is the responsibility of all staff to make families aware of the school telephone numbers
- Personal calls may be made in non-contact time but not within the teaching areas.
- Personal mobiles or video recorders should not be used to record classroom activities. Only school equipment should be used.
- The memory stick containing school photographs remains in school
- Photographs and recordings can only be transferred to and stored on a school computer before printing
- All telephone contact with Parents/Carers must be made on the school telephone and should be recorded
- During group outings nominated staff will have access to the school mobile which can be used in an emergency or for contact purposes.
- In the case of school productions, Parents/carers are permitted to take photographs of their own child in accordance with school protocols which strongly advise against the publication of any such photographs on Social networking sites.

### Monitoring and Review

It is the responsibility of all staff to adhere to this policy. It will be reviewed at the end of each school year.