



SHERBORNE
INTERNATIONAL

**SAFEGUARDING AND
CHILD PROTECTION
POLICY**

SHERBORNE INTERNATIONAL
NEWELL GRANGE
SHERBORNE
DORSET
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January 2019

CHILD PROTECTION AND SAFEGUARDING POLICY

Recognising abuse and acting to keep children safe from it

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CHILD PROTECTION AND SAFEGUARDING POLICY

Recognising abuse and acting to keep children safe from it

A. OVERVIEW OF THIS POLICY

Sherborne International's policy and procedures for safeguarding and promoting the welfare of students at the School has regard to the guidance issued in:

1. ***Keeping Children Safe in Education (Sept 2018)***, including the statutory guidance '*Disqualification under the Childcare Act 2006*' and the non-statutory advice for practitioners: '*What to do if you're worried a child is being abused*' March 2015.
2. ***Working Together to Safeguard Children (August 2018)***, including the non-statutory advice: '*Information sharing*' July 2018
3. ***Prevent Duty Guidance: for England and Wales (July 2015)***, including non-statutory advice in '*The prevent duty: Departmental advice for schools and childminders*' and '*The use of social media for on-line radicalisation*'.
4. ***The Pan-Dorset Inter-Agency Safeguarding Procedures*** (<http://www.dorsetscb.co.uk/site/advice-for-people-working-with-children/local-inter-agency-procedures/>)
5. ***Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018)*** DfE

Safeguarding and promoting the welfare of children 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.

Sherborne International (hereinafter referred to as 'the School') recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children in its care. The School defines 'children' as anyone under the age of 18.

In order to promote a culture of safeguarding in the School, the Governing Body/Proprietor will act in accordance with Section 157 of the Education Act 2002 and the supporting statutory guidance '*Keeping Children Safe in Education*' (Sept 2018) to safeguard and promote the welfare of children in the School. As a result, the following steps are taken to educate the staff:

- KCSIE Part 1 and Annex A (September 2018) is made available to all staff both in hard copy and through the Teachers' Sharing Area.
- Staff are required to read and understand this document and to sign that they have done so. For further advice or clarification they are able to discuss its content with the Designated Safeguarding Lead. Further copies are available from the DSL. The document lists a number of specific safeguarding issues about which schools can access broad government guidance via the gov.uk website.
- From July 2015 schools also have a duty to have "due regard to the need to prevent people from being drawn into terrorism" (known as the *Prevent* duty). Further details of the *Prevent* duty are found in these safeguarding (child protection) procedures.
- All staff are made aware that FGM related concerns should be raised with the DSL or deputy and they have a mandatory duty to report any case of **Female Genital Mutilation (FGM)** to the Police.

The school wholeheartedly affirms that all children have the right to be safeguarded from harm or exploitation whatever their

- colour, race, religion/belief, first language, nationality or ethnicity
- gender or sexual orientation
- age
- health, pregnancy or maternity, special educational needs or disability
- political or immigration status

Safeguarding is the responsibility of everyone working on behalf of the School. This policy therefore applies to the Principal, all staff (including supply and peripatetic staff), volunteers and governors. Its purpose is to:

- ensure staff and volunteers understand what they need to do, and what they can expect of one another, to safeguard children
- afford protection for the students at the School
- promote a culture which makes this school a safer place to learn

Governors, staff at all levels, including temporary and peripatetic staff, and volunteers in the School understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children’s welfare.

Sherborne International’s Designated Safeguarding Leads are:

 <p>Michael McGinty Designated Safeguarding Lead</p> <p>michael.mcgintry@sherborne-international.org</p> <p>01935 810708</p>	 <p>Tim Waters Designated Safeguarding Deputy</p> <p>principal@sherborne-international.org</p> <p>01935 810715</p>	 <p>Ann Hill Designated Safeguarding Deputy</p> <p>vprincipal@sherborne-international.org</p> <p>01935 810705</p>	 <p>Daryl Barker Designated Safeguarding Deputy</p> <p>dbarker@sherborne-international.org</p> <p>01935 810720</p>
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The Sherborne International Designated Safeguarding Governor is George Marsh

The School safeguards children and young people by:

- valuing them, listening to and respecting them
- involving them in decisions which affect them
- adopting a child-centred approach to safeguarding to ensure consideration of the best interests of the child
- Educating children in how to keep safe on-line and providing filtered internet access to protect them

- making sure all staff and volunteers are aware of and committed to this safeguarding policy and child protection procedures through training and updates
- providing all staff with safeguarding update training as appropriate, but at least annually, and emphasising the importance of early help
- sharing information about concerns with agencies who need to know, and involving children and their parents/carers appropriately
- recruiting staff and volunteers safely, ensuring all necessary checks are made*
- ensuring that any visiting speakers – whether invited by staff or by students themselves – are suitable and appropriately supervised
- adopting a code of conduct for all staff and volunteers*
- providing effective management through induction, support and training
- continually reviewing the safeguarding (child protection) policy, at least annually or more frequently if appropriate and its procedures and allowing all members of staff the opportunity to contribute to and shape safeguarding arrangements and policies
- ensuring staff and volunteers understand about ‘whistle blowing’*
- reporting all allegations/concerns about staff (including the Principal), volunteers, or other students and dealing with them appropriately in accordance with DfE guidance *Keeping Children Safe in Education (Sept 2018) - Part four: Allegations of abuse made against teachers and other staff*
- ensuring that arrangements for reviewing the School’s safeguarding policy and procedures are in place and that related duties are discharged efficiently, including swift remediation of deficiencies
- referring, as soon as possible, to the Disclosure and Barring Service (DBS) and the Teaching Regulation Agency (TRA), if appropriate, anyone (whether employed, contracted, a volunteer, governor or student), who has harmed, or poses a risk of harm, to a child, or if there is reason to believe that individual has committed one of a number of listed offences and is considered unsuitable to work with children, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

*see separate policy/guidance

Note: At Sherborne International we are aware that, whilst under our care, students have access to many sources of help and support should they so require. However, when they return home to their home countries we are not always able to locate an equivalent professional to inform of any safeguarding concerns, sometimes because the culture does not have such a system. In such cases, and where Sherborne International has cause for concern, the School would contact the MASH team who may involve Interpol and the police in order to follow up a case outside our jurisdiction or reach.

B. SAFEGUARDING (CHILD PROTECTION) PROCEDURES

1)What is Child Protection?

- A part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are at risk of suffering, significant harm or maltreatment
- Child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to safeguard and promote the welfare of children proactively so that the need for action to protect children from harm is reduced

2)What is significant harm?

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

3)Scope and purpose of these procedures

These procedures apply to the Principal, all staff (including supply and peripatetic staff), volunteers and anyone working on behalf of the School and explain what action must be taken if there are concerns that a child is or might be suffering harm. A child is a person under 18 years which usually includes all students at Sherborne International.

4)Responsibilities and roles

All those who come into contact with children and their families, including those who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children.

The School Governors have responsibility for ensuring the establishment has effective policies and procedures in place and monitoring the School's compliance with them. The procedures are reviewed annually by the School's Governing Body. The Governors have nominated Mr George Marsh (Sherborne International Designated Safeguarding Governor) as the lead in safeguarding for Sherborne International, to work closely with the Designated Safeguarding Lead in the School. Since Sherborne International is part of the Sherborne Schools Group, Mr Robin Leach, the Sherborne School Safeguarding Governor, has oversight of Sherborne International safeguarding on behalf of the Group. In addition, the Principal, Mr Tim Waters informs the CEO of the Sherborne Group, Dr Dominic Lockett, of any safeguarding issues that arise and consults with him regarding potential actions to be taken, if appropriate.

The School has a Designated Safeguarding Lead with responsibility who is the Director of Pastoral Care, Mr Mike McGinty. This is the person with whom you must normally discuss any concerns or allegations and he should be able to offer appropriate advice and refer to other agencies as necessary. The Designated Safeguarding Deputies are the Principal, Mr Tim Waters; the Vice Principal, Mrs Ann Hill; and the Director of Short Courses, Mr Daryl Barker.

In addition, the Dorset County Council Children's Services or the Safeguarding Unit can provide advice and guidance on safeguarding and child protection matters (01305 221122)

See Appendix 1 for useful contacts.

See Appendix 2 for the role and responsibilities of the Designated Safeguarding Lead and his Deputies.

All action is taken in line with the following guidance:

- Dorset Safeguarding Children Board's safeguarding procedures
- Keeping Children Safe in Education (Sept 2018) – Guidance published by DfE
- Working Together to Safeguard Children (2018) – Guidance published by HM Government
- Revised Prevent Duty Guidance: for England and Wales (2015) – published by HM Government

C. UNDERSTANDING ABUSE

5)What is child abuse?

It is generally accepted that there are four main forms of abuse, physical, emotional, sexual and neglect, Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family, have been witnesses to domestic

violence or in an institutional or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults or another child or children. We also need to be aware of and alert to the possibility of Female Genital Mutilation, youth produced sexual imagery, “sexting”, so-called ‘Honour Based Violence’ and act robustly if children are missing from education.

Children with special educational needs or disabilities (SEN/D) may be particularly vulnerable to abuse. They may be disproportionately impacted by things such as bullying. Additional barriers could be the assumption that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration.

The following definitions are based on those from *Keeping Children Safe in Education (Sept 2018)*.

i) Physical abuse

A form of abuse which may involve hitting, shaking, throwing, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Giving a child poisonous substances, including inappropriate drugs or alcohol are also examples of physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

ii) 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 cyber-bullying), causing children frequently to feel frightened, in danger and humiliated or it may involve 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.

iii) Sexual abuse

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

Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. It may occur without the child or young person’s immediate knowledge (eg through others unknowingly making or copying videos or images they have created and posted on social media). The abuse can be perpetrated by individuals or groups, males or females, and children

or adults, in a one-off occurrence or a series of incidents, and range from opportunistic to complex organised abuse. CSE is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The victim may have been sexually exploited even if the sexual activity seems consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. No school is immune to the risk of child sexual exploitation, including online and it can affect both boys and girls. Children can be perpetrators as well as victims.

iv) Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

v) Youth produced sexual imagery: This is the generation of images by or of children under the age of 18 of a sexual or indecent nature. Young people who possess or share such images are committing a criminal offence, as it is a crime to take an indecent photograph or allow such a photograph to be taken. The downloading or distributing of indecent photographs by email or social media is also against the law, as is the possession of such images.

vi) Children 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. A child going missing from education is a potential indicator of abuse or neglect.

vii) Forms of abuse linked to culture, faith or belief

All staff in this School will promote mutual respect and tolerance of those with different faiths and beliefs. Staff should strive to suspend professional disbelief (i.e. that it 'could not happen here') as some forms of abuse are linked to a lack of respect and tolerance. All staff should report promptly any concerns to the DSL who will seek further advice from statutory agencies, prior to contacting parents/carers. There are more detailed local procedures in the inter-agency safeguarding procedures on the DSCB website.

- **So called 'Honour-based' violence**

So called 'honour-based' violence (HBV) is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It can exist in all communities and cultures and occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims and the violence is often committed with some degree of approval and/or collusion from family or community members. HBV includes female genital mutilation, and forced marriage; it is abuse and should be handled and escalated as such.

- **Female genital mutilation (mandatory reporting duty)**

Female genital mutilation (FGM) is illegal as it is a form of child abuse. It involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious and long-lasting implications for physical health and emotional well-being. There is a range of possible indicators, including taking the girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration, which individually may not indicate risk but if two or more indicators are present this

could signal a risk. Victims of FGM are more likely to come from a community that is known to practice FGM, such as Somali, Kenyan, Sudanese, Sierra Leonean, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian communities.

If any member of staff has a concern about a girl, including those from other local schools they are teaching, the local safeguarding procedures must be activated. Evidence of FGM may come from disclosure or from visual evidence. Such visual evidence must not come from an individual examining the girl. From October 2015 Section 5B of the Female Genital Mutilation Act 2003 placed a statutory duty upon a teacher along with regulated health and social care professionals to report to the **Police** if they discover that FGM has been carried out on a girl under 18. This can be done through the DSL. If done directly, record the crime number and inform the DSL as soon as possible. Those failing to report such cases face disciplinary sanctions. Ensure any record is securely stored.

Further information on reporting can be found at:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

In those cases where a teacher suspects that an act of FGM may have been carried out or that a girl may be at risk of FGM (as opposed to cases where the teacher discovers an act of FGM) and in cases relating to girls aged 18 or over, teachers should discuss their concerns with the DSL who will follow the School's normal safeguarding procedures and involve children's social care as appropriate.

- **Forced marriage**

Forced marriage is also illegal and occurs where one or both people do not or, in cases of people with learning disabilities, cannot consent to the marriage and pressure or abuse is used. It is not the same as arranged marriage. Young people at risk of forced marriage might have their freedom unreasonably restricted or being 'monitored' by siblings. There might be a request for extended absence from School or might not return from a holiday abroad. We recognise that School staff can play an important role in safeguarding children from forced marriage.

It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time. These definitions do not minimise other forms of maltreatment.

D. **RECOGNISING CHILD ABUSE**

6) **Signs and symptoms**

Recognising child abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do, however, have a responsibility to act if you have a concern about a child's welfare or safety. The following information is not designed to turn you into an expert but it will help you to be more alert to the signs of possible abuse. The examples below are not meant to form an exhaustive list.

i) **Physical abuse**

Most children will collect cuts and bruises in their daily lives. These are likely to be in places where there are bony parts of the body, like elbows, knees and shins. Some children, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury or there are differing explanations. A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken.

Patterns of bruising that are suggestive of physical child abuse include:

- bruising in children who are not independently mobile
- bruises that are seen away from bony prominences

- bruises to the face, back, stomach, arms, buttocks, ears and hands
- multiple bruises in clusters – such as grip marks
- multiple bruises of uniform shape – such as those caused by a bite
- bruises that carry the imprint of an implement used, slap marks or fingertips

Although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. Any child who has unexplained signs of pain or illness should be seen promptly by a doctor.

Other physical signs of abuse may include:

- cigarette burns
- adult bite marks
- broken bones
- scalds
- poisoning and misuse of drugs

Changes in behaviour which can also indicate physical abuse:

- a fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example wearing long sleeves in hot weather
- running away from home

ii) Emotional abuse

Emotional abuse can be difficult to measure, and children who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Children who live in households where there is domestic violence can often suffer emotional abuse, as can children who are part of a gang or live in an environment controlled by gangs. Emotional abuse can also take the form of children not being allowed to mix/play with other children. Things to look out for include: children who feel unloved and unlovable; an inability to form good relationships or the over-burdening of children by ambitious, unrealistic parents

The physical signs of emotional abuse may include:

- A failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from parents' care
- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress

Changes in behaviour which can also indicate emotional abuse include:

- neurotic behaviour, e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- self-harm
- fear of parents being approached

iii) Sexual abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers.

Usually, in cases of sexual abuse it is the child's behaviour which may cause you to become concerned, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- pain or itching in the genital/anal areas
- bruising or bleeding near genital/anal areas
- bruising to the breast, buttocks, lower abdomen or thighs
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age or developmental level
- behaviour that is excessively affectionate or sexual towards other children or adults
- promiscuity
- Sexual approaches or assaults on adults or other children
- sexual drawings or language
- bedwetting
- the need to change underwear excessively
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- fear of medical examinations
- substance or drug abuse
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

It should be noted that while these changes in behaviour are typical of children that have been sexually abused, they may have other causes.

iv) Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- being constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- lack of concentration and falling off in school performance
- aggressive or hostile behaviour
- persistent stomach aches
- self-harming or suicidal behaviour
- not requesting medical assistance and/or failing to attend appointments
- having few friends or having difficult relationships with peers
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences
- mentioning being left alone or unsupervised
- gang involvement

The above list is not meant to be definitive but as a guide to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring.

Staff should recognise that drug taking, truancy and alcohol abuse may be indicators of a child protection concern.

There may well be other reasons for changes in behaviour, such as a death or the birth of a new baby in the family, relationship problems between parents/carers, undiagnosed medical conditions etc.

7) Peer-on-peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; emotional abuse such as exclusion or isolation from groups, abusive comments and interactions (including online); sexting; sharing youth produced sexual imagery; and gender based or initiating/hazing type violence and rituals.

In a boarding environment especially, there is likely to be an enhanced risk that inappropriate relationships may develop and all staff must be alert to any potential abuse by peers.

No form of abuse is tolerated at Sherborne International. A member of staff who suspects or has any concern that any kind of peer on peer abuse is taking place must bring it to the attention of the Designated Safeguarding Lead or one of the deputies. If there is cause to suspect that a child is suffering or is likely to suffer significant harm or abuse, the matter will be referred to local agencies.

In the event of concerns/disclosures about peer-on-peer abuse, all children involved (as alleged perpetrator or victim) will be treated as being at risk.

The School recognises its responsibility to minimise the risk of peer on peer abuse and ensures that:

- information on the School's Anti-bullying Policy is provided to parents and known to staff, as well as being available and known to the pupils themselves
- no 'initiation' ceremonies' intended to cause pain, anxiety or humiliation to pupils are allowed, with all pupils and staff being made aware of the fact that such ceremonies are forbidden
- assemblies, external speakers, PSHE and training of pupils promote the anti-bullying message
- effective measures are in place to prevent bullying and to deal effectively with bullying should it arise, in order that pupils feel
- pastoral care structures support staff in preventing incidents of bullying
- appropriate measures are in place to ensure that any pupil who is being bullied is suitably supported

- and that pupils who may bully others are given appropriate help, support and guidance
- all incidents will be taken seriously, parents/carers will be contacted and appropriate action taken

Concerns must always be shared as no single professional can have a full picture of a child's needs and circumstances. All staff have a role to play in identifying concerns, sharing information and taking prompt action so as to act in the best interests of the child.

Further information is available in the School's Anti-bullying Policy and the Behaviour Management Policy. This Policy applies to bullying behaviour outside of the School of which the School becomes aware.

All incidents of bullying/abusive behaviour must be reported to the Houseparent, Director of Pastoral Care (DPC) and DSL. All reports, however minor, will be coordinated by the DPC and investigated by the Houseparent (or the DPC for more serious incidents or those that involve more than one house) to ensure that a potentially serious case does not develop. Parents will be informed by the Houseparent of such incidents.

In serious cases a summary of findings will be forwarded to the Principal for consideration to determine the appropriate course of action and possible sanction for the perpetrator. An appropriate record of the incident, investigation and sanction is placed in the School file of all those pupils involved.

Both the victims of bullying/abuse and those who have been involved in bullying behaviour themselves can expect the support of the School. The motivation behind the bullying/abusive behaviour will be considered. If this gives rise to concerns that the perpetrator is at risk of harm then the School will follow the Safeguarding and Child Protection procedures.

The support for the victim of bullying/abusive behaviour will seek to help them recover from its effects and once more to enjoy their experience of the School. This process will involve discussion with the pupil, their parents, Houseparent and DPC.

The support for the perpetrator of bullying/abuse will involve efforts to help them change their behaviour. Other than in the cases of those required to leave the School, this will be through discussion with the pupil concerned, their parents, Houseparent and DPC.

As part of these processes, support from external services may be sought if appropriate as it might be that early help or additional support is needed for victim and/or perpetrator. Whilst the School recognises the need to support those who have been involved in bullying/abuse in changing their behaviour, it also accepts that sanctions will often be a necessary response.

A full record is to be kept in the Safeguarding Log (kept by the DSL) [when it becomes available, MyConcerns.] The DPC is responsible for ensuring that proper, up to date records are kept.

Under the Children Act 1989, a bullying incident (including cyber bullying) will be treated as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. The School will refer to local agencies and take advice from the DSCB on appropriate action, including the timing of informing parents. Parents will be informed as soon as possible, unless it is not in the best interests of the child to do so. It is an expectation that in the event of disclosures about peer on peer abuse that all children involved, whether as perpetrator or victim, are treated as being at risk. Child protection concerns involving an allegation against a pupil when there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm will be referred to the LADO.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policies on behaviour and discipline will apply.

8) Sexual violence and sexual harassment between children

An increasingly recognised part of peer-on-peer abuse, sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. (See DfE guidance in *Sexual Violence and Sexual Harassment between Children in Schools and Colleges May 2018*).

It is important that staff are aware of sexual violence and sexual harassment and the fact that students can, and sometimes do, abuse their peers in this way.

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. It is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. It can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence, which may include:
 - non-consensual sharing of sexual images and videos
 - sexualised online bullying
 - unwanted sexual comments and messages, including on social media
 - sexual exploitation, coercion and threats

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", or "just having a laugh"
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

If staff have a concern about a child or a child makes a report to them, they should speak to the DSL or a deputy. The initial response is extremely important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

9) Prevent people being drawn into terrorism (Counter-Terrorism and Security Act 2015)

The School recognises its duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

The School requires its staff to promote fundamental British values. These values include democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs, and all are promoted throughout the curriculum, including PSHE, through the pastoral care system and through the boarding community. The School welcomes discussion of sensitive political issues provided these are presented in a balanced way. Please read the Sherborne International Statement of Values which provides more information.

There are procedures in place to help to ensure that children are safe from terrorist and extremist material when accessing the internet in School and suitable filtering is in place. Students also receive annual sessions from an outside agency on e-safety.

The suitability of visiting speakers, whether invited by staff or by students, must be checked by the member of staff responsible for the event and agreed by the Principal in advance of the visit. Suitability checks may include an internet search of the speaker, particularly where the speaker is working independently rather than as a representative of a recognised body or training provider. As is the case for all visitors, visiting speakers must be asked to show official ID badges on arrival

at the School and must sign in and out of the Visitors Book in Reception. Visiting speakers must also be appropriately supervised throughout the duration of their stay at the school. A risk assessment for the visiting speaker event may indicate further necessary checks.

Prevent awareness training was first delivered as a whole-School (staff) training session in October 2015. It is included as part of staff induction training and existing staff are provided with refresher training at least annually. The Designated Safeguarding Lead receives regular formal training, thus enabling him to provide advice and support to other members of staff on preventing people being drawn into terrorism.

10)Other forms of abuse

It is important that all aspects of this policy be read in conjunction with KCSIE September 2018 and more information on these and other forms of abuse along with supporting resources may be found in KCSIE Part 1 and Annex A.

- Children and the court system (p16): available support for children required to give evidence in criminal or family courts.
- Children with family members in prison (p16): available support for professionals working with children of offenders.
- Child criminal exploitation – county lines (p17): drug gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.
- Domestic violence and abuse (p18): defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to, psychological, physical, sexual, financial, and emotional. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.
- Homelessness (p19): the Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

E. ACTION STAFF SHOULD TAKE

11) What to do if you suspect a child is suffering from abuse or is at risk of radicalisation

Any suspicion or concern that a child or young person may be suffering, or at risk of suffering significant harm, **must** be acted on. Doing nothing is not an option. Any suspicion or concerns must be discussed without delay with the School's Designated Safeguarding Lead or his deputies who will telephone the safeguarding unit for advice or make a referral to Dorset MASH without delay, prior to any discussion with parents/carers.

Safeguarding is everyone's responsibility and ANY MEMBER OF STAFF may contact the Dorset MASH in order to make a referral, particularly if the DSL or one of the deputies is unavailable. The DSL should be informed of any contact made with external agencies as soon as possible. The Dorset MASH, including the out of hours service, may be contacted on 01202 228866.

The School's Designated Safeguarding Lead will keep a secure record of all conversations with the MASH team, noting what actions are to be taken and by whom, giving the date and time of the

referral. The referral should be confirmed in writing on the inter-agency referral form as soon as possible and at least within 48 hours, but the School policy is to do this within 24 hours. Children who are identified as having need of additional support will be given early help and the 'team around the family' approach will be adopted. The concerns will be regularly reassessed to ensure that improvement is progressing effectively. However, if the situation is not improving, further information will be shared quickly and any perceived inaction will

be challenged. Children identified as being at risk of radicalisation will be referred to the appropriate level, for example Channel, to support vulnerable children from being drawn into any form of terrorism or the local MASH team if the child is considered to be at high risk.

A careful record must be made of what you have seen/heard that has led to your concerns and the date, time, location and people who were present. As far as possible, record *verbatim* what was said and by whom. Where physical injuries have been observed, these must be carefully noted but should not be photographed. Do not ask to see injuries that are said to be on an intimate part of the child's body.

See Appendix 3 for record keeping

If the School's Designated Safeguarding Lead or Deputies are not available you must contact:

- The Governor responsible for safeguarding (Mr George Marsh)
- For concerns regarding children or for general advice, ask for the Safeguarding Standards Advisor (Ann Shaw) on 01305 221122 SaSTeam@dorsetcc.gov.uk
- For concerns about adults who work in education settings, ask for the LADO (Dorset Local Authority Designated Officer) on 01305 221122 (Patrick Crawford)
- Make a referral directly to **Dorset MASH (Multi-agency safeguarding hub) 01202 228866** or the **POLICE** (non-emergency 101 or emergency 999)

12) Responding to the child who makes an allegation

- Listen carefully to what is said – remember that for our pupils, English is not their first language and this may make a disclosure difficult for the child
- Stay calm
- Take the matter seriously
- If the allegation refers to electronic images, do not view them. Ask the child to describe them.
- If appropriate, find an opportunity to explain that it is likely that the information will need to be shared with others - do not promise to keep secrets or maintain confidentiality
- Allow the child to continue at their own pace and do not interrupt if the child is freely recalling events
- You do not need to find a 'witness'
- Ask as few questions as you can and then only for clarification, and at all times avoid asking questions that suggest a particular answer. Questions should be framed an open manner and not 'lead' the child in any way. For example say, "Tell me what has happened", rather than, "Did she/he do..."
- Do not ask outright if the child has suffered abuse
- Reassure the child that they have done the right thing in telling you
- Explain what you will do next and with whom the information will be shared
- Do not ask the child to repeat the disclosure to anyone else or ask him/her to write a 'statement'
- Ensure that the child is in a safe place, for example the boarding house or the Health Centre
- Contact the Designated Safeguarding Lead or a deputy as soon as you can or, where such contact is not possible, contact the Dorset Safeguarding Team on 01305 221122.
- Record **in writing** what was said, as far as possible in the child's own words, as soon as possible – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated. Preserve all evidence, including 'rough' notes or clothing. Ask the child to take a screenshot of temporary images and not to delete images, but do not allow them to send any images onto another person.

- Do not discuss with parents/carers or the person about whom the allegations are made. The DSL will agree with Children's Services/the Social Care team when parents/carers should be contacted and by whom.
- If that team thinks there is a case to pursue, members of the team and the police will come to the School and interview the pupil. It is important that the House master or mistress is present, acting as guardian

Remember

It is important that everyone in the school is aware that the person who first encounters a case of alleged or suspected abuse is **not** responsible for deciding whether or not abuse has occurred and should not conduct an investigation to establish whether the child is telling the truth. That is a task for Children's Services/Social Care and the Police following a referral to them of concern about a child. Your role is to act promptly on the information you have received.

The child's wishes

Where there is a safeguarding concern the DSL (and/or deputies) will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Ultimately, however, the DSLs will follow whatever procedure they consider to be in the best interests of the child. If the child wishes or it is deemed appropriate, every effort will be made to find a translator to allow the child to speak freely in their own language.

13) What staff should do in response to allegations or concerns about another staff member

Rigorous recruitment and selection and other safeguarding procedures, and adhering to safer practice guidance will hopefully mean that there are relatively few allegations against or concerns about staff or volunteers. In addition, in the staff code of conduct there are specific guidelines to ensure that staff act in a manner that reduces any misunderstanding of their conduct, especially when engaged in close one-to-one teaching. However, if there is any reason to believe that another member of staff or volunteer has acted inappropriately or abused a child or young person, you must take action by discussing your belief or concern with **the Principal** who will then inform the Chairman of the Sherborne School Governors, keeping the CEO informed.

Even though it may seem difficult to believe that one of your colleagues may be unsuitable to work with children, the risk is far too serious for any member of staff to dismiss such a suspicion without taking action. Remember, that before a perpetrator grooms a child, the adults around the child are groomed first, to build up a façade of trustworthiness.

If the concern is about the Principal himself, it must be discussed with the **Safeguarding Governor** (George Marsh) or the **Local Authority Designated Officer** (Patrick Crawford) at the Safeguarding Unit.

Further information about responding to allegations about staff members can be found in Appendix 4.

14) What staff should do if they have concerns about safeguarding practices within the School

The school has a whistle-blowing policy that details how one should proceed. In cases of concerns about safeguarding practices, this can be summarised as follows:

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding practices and that these concerns will be taken seriously by the Designated Safeguarding Lead or either of his deputies (the Principal or Vice- Principal).
- In the event that a member of staff does not feel able to raise such a concern with any member of staff directly responsible for safeguarding, or feels that their genuine concerns are not being addressed, then that member of staff should contact the Governor responsible for Safeguarding, Mr George Marsh.

- Any member of staff who does not feel able to raise a concern with any of the above should either:
 - call the Safeguarding Standards Advisor, Ann Shaw, on 01305 221122, or
 - call the NSPCC Whistleblowing Helpline on 0800 028 0285 (any time from 8am to 9pm Monday to Friday) or should email help@nspcc.org.uk

15) Children who are disabled (if any at the School)

Children who are disabled are especially vulnerable to abuse and adults who work with them need to take extra care when interpreting apparent signs of abuse or neglect.

These child protection procedures must be followed if a child who is disabled discloses abuse or there are indicators of abuse or neglect. There are no different or separate procedures for children who are disabled **except that only** the person to whom the child made the disclosure can ask the child any questions. The child **must not** be asked to repeat the disclosure to any third party.

Staff responsible for intimate care of children must undertake their duties in a professional manner at all times and in accordance with the school's intimate care policy. The School does not currently have disabled students who need intimate care and so currently does not need, or have, an intimate care policy.

16) Children Missing from Education

Sherborne International maintains an up-to-date admissions register listing all current students and recognises that a child missing education from school due to repeated or unexplained absence, or by leaving the school unexpectedly, is a potential indicator of abuse or neglect, or where a family or child may be in need of additional support.

In instances where the reason for absence is unclear or unexplained, the Senior Leadership Team will do everything it can to establish the nature of the absence from parents, guardian, agent or other appropriate source.

Further information on procedures to be followed in such cases is given in Appendix 5.

F. SAFER WORKING PRACTICE

17) Professional behaviour

All adults who come into contact with children at the School must behave at all times in a professional manner which secures the best outcomes for children and also prevents allegations being made. Advice on safer working practice can be found in the School's *Staff Code of Conduct*.

Staff should exercise particular care in settings of the following nature:

- social events,
- the giving of gifts,
- pupils in distress,
- P.E., games and other physical activities
- Showers and changing
- One-to-one situations
- Educational visits
- Transporting pupils
- Use of photography and other electronic media, including ICT

It is expected that staff must

- Read and understand Part 1 and Appendix A of Keeping Children Safe in Education and discharge their role and responsibilities as defined therein
- Understand the responsibilities which are part of their employment or role and be aware that sanctions will be applied if these provisions are breached
- Always act and be seen to act, in the child's best interests
- Avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Take responsibility for their own actions and behaviour
- Never use their position to gain access to information for their own advantage and/or a child's or family's detriment
- Never use their power to intimidate, threaten, coerce or undermine pupils
- Never use their status and standing to form or promote relationships with children, which are of a sexual nature or which become so

If there is no specific guidance about particular situations or if staff are worried how their actions might be interpreted, they should discuss this with a senior colleague or one of the designated leads. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted. Always discuss any misunderstanding, accidents or threats with a senior colleague or one of the designated leads. Always record discussions and actions taken with their justification.

G. THE EDUCATIONAL APPROACH TO SAFEGUARDING

18) Training staff

The DSL will provide all staff, including temporary staff and volunteers, with induction training that includes:

- the School's safeguarding (child protection) policy and procedures to ensure full understanding, including online safety for staff and students and the safeguarding response to children who go missing from education;
- the staff code of conduct;
- the behaviour management policy;
- the School's whistleblowing policy;
- the identity and role of the Designated Safeguarding Lead and deputies;
- a copy of the latest version of Part 1 of KCSIE and Annex A (this is also available on the Teachers' Sharing Area). All staff will be issued with updates to these documents as they are issued.
- Prevent awareness training is delivered to staff and volunteers (new and existing) by the Designated Safeguarding Lead as part of their induction;

In addition all staff members receive regular safeguarding, child protection and Prevent Awareness training and updates (for example via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training through Dorset Safeguarding Children Board takes place every three years. The last such training was in April 2017.

When staff with designated responsibility for safeguarding take up the role they will receive training in inter-agency working. They will be updated at least every two years after that.

NB: All staff should familiarise themselves with the card entitled *Dealing with Allegations of Abuse*. Spare copies can be obtained from the DSL or the Principal's PA.

See Appendix 6 for further information on training

19) Online Safety and Teaching Students How to Keep Safe

The School provides enhanced user-level filtering through the use of its multi-language content filtering system and any filtering issues are reported to the School's e-Safety Officer and Systems Manager – please refer to the E-Safety Policy (Section H) for further details.

The School ensures students receive appropriate safeguarding training delivered through the curriculum and PSHE and also through annual training sessions, such as:

- E-safety
- Anti-bullying and anti-cyberbullying
- Crime Prevention & Street Awareness

Due to the fact that all our children speak English as their additional language, it is recognised that they may not fully comprehend a full ICT Acceptable Usage Policy. Therefore this document is sent to Parents to read carefully and to explain to their child. The parents are required to sign this document. A Student Code of Practice that is much shorter and written in basic English is explained to all pupils. They are required to show agreement by signing this document.

A particular area of challenge is 3G and 4G technology. It is recognized that direct control of access via 3G and 4G technology is virtually impossible and the maintenance of online safety is therefore dependent upon staff vigilance and the education of students to build their awareness of and resilience to online threats

The School's Staff Manual and the e-safety policies for both staff and pupils explain the responsibilities of each group when online.

Staff receive online safety training and clear guidance to enable them to identify children who may be at risk of harm as a result of their or others' use of technology or the internet, to intervene in such cases appropriately and with sensitivity, and to escalate such cases in accordance with the School's child protection procedures.

Pupils receive guidance on the safe use of the web (including anti bullying and sexting) through the ICT and PSHE curricula, in assemblies and in presentations given by Dorset Police Safer Schools Team. Presentations are also run for parents.

Staff should be familiarize themselves with the Online Safety Policy. The latest resources promoted by DfE (and which may be of interest to staff) can be found at:

- The use of social media for on-line radicalisation
(<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>)
- The UK Safer Internet Centre (www.saferinternet.org.uk)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)

H RECRUITMENT OF STAFF

20) Safer Staff Appointments (Keeping Children Safe in Education, 2018)

Sherborne International has a separate policy on the safe recruitment of staff (*Application and Recruitment Process Explained*). The School follows strict procedures laid down for the appointment of all staff involved in boarding aspects of the School, and almost identical procedures for those not involved in the boarding aspects.

New appointees who are not involved in boarding aspects may be allowed to start work before a DBS disclosure has been received, at the Principal's discretion, but provided the following checks and procedures are completed prior to the new employee's start date:

- application for a DBS disclosure has been made, and
- where the staff member will be engaged in regulated activity a satisfactory check of the barred list has been carried out and the staff member has satisfactorily completed the Suitability to Work with Children self-declaration, with particular regard to the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009, and
- where the employee is a teacher a check has been made to ensure he/she is not subject to a prohibition order issued by the Secretary of State, or any sanction or restriction that an EEA professional regulating authority has imposed, and where the employee is a manager, including governors, SLT members and heads of department, a check has been made to ensure he/she is not subject to a Section 128 direction made by the Secretary of State, and
- careful risk assessment is made and appropriate monitoring and supervision is arranged until the School has had sight of the original DBS disclosure.

The general procedure for the appointment of all staff including teachers, peripatetic teachers and coaches, boarding staff, part-time staff, temporary staff, gap students, administrative staff, caretakers and other ancillary staff, volunteers and staff appointed from overseas includes:

- a satisfactory recruitment process recorded in writing
- check of the person's identity
- verification of the person's mental and physical fitness to carry out their work responsibilities
- check the person's right to work in the United Kingdom
- a check of the person's professional qualifications, as appropriate
- at least two written references have been obtained and have been verified
- an interview with a written record of the outcome
(at least one member of the interview panel will have received safer recruitment training)
- full employment history provided within the application form and a statement to the applicant that any previous employer may be approached
- an explanation of any gaps in the employment history and a written record that the explanation is satisfactory
- contact by the School, where feasible, with any previous employment where work with children was involved, but where that type of work was discontinued, to check the reason the employment ended
- Disclosure & Barring Service check (at standard level) on any persons aged over 16 not employed by the School and who began to live on boarding premises after April 2002
- full checks on 'gap' students as far as possible (including DBS)
- overseas police checks or certificate of conduct from any country that the person has worked or resided in, as required, including country of origin
- a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the TRA Teacher Services' system
- obtaining before, or as soon as practicable after, the person's appointment, a certificate for an enhanced DBS check with barred list information where the person will be engaging in regulated activity. *Note that those resident or working in boarding houses will not be allowed to commence work until an original satisfactory enhanced DBS certificate has been seen by HR*
- obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- check that a candidate to be employed as a teacher is not subject to a prohibition order issued by The Secretary of State, using the TRA Teacher Services' system
- check via the Disclosure & Barring Service that a candidate who is to be employed as a governor, SLT member or head of department, is not subject to a Section 128 direction made by the Secretary of State

Appointments are subject to receipt of all/any relevant checks as detailed above. Also the School will require:

- DBS check and references for guardians and any persons aged over 16 living in lodgings arranged by the school
- satisfactory DBS checks on agency staff or evidence that the agency has carried out checks within the last 3 months
- DBS checks on taxi drivers booked to convey boarders

Original policy written by Dorset County Council Safeguarding Unit April 2008.
Reviewed annually
Reviewed and adapted for use by Sherborne International by SJB, January 2014
Reviewed and revised by SJB, July 2014
Minor revisions made by G Marsh, Governor, November 2014
Revised by SJB, approved by MA, January 2015
Revised by SJB, checked by MA and PAH September 2015
Revised by SJB (Comp & Admin Mgr), checked and further revised by DB (Designated Safeguarding Lead) and PAH (Principal), January 2016
Revised by SJB, checked by DB, August 2016
Revised by AEH, checked by DB and TLW, October 2017
Revised by DB, checked by AEH and TLW, September 2018
Revised by DB, checked by AEH and TLW, January 2019
Minor revision by MJM, February 2019

Appendix 1: Useful contacts**The Safeguarding Unit (Dorset Local Safeguarding Children Board):**

Speak to the Safeguarding Standards Advisor, Ann Shaw, for concerns about children or for general advice or to the LADO, Patrick Crawford, for concerns or allegations against staff

Tel: **01305 221122**

MASH (Multi Agency Hub)

If you suspect a child is being abused, report it to the School's Designated Safeguarding Lead or one of the deputies in the first instance so that it can be referred to the appropriate agency. If **the child is felt to be in immediate danger** and the DSL or a deputy cannot be found, make the referral yourself to the Dorset MASH.

Tel: **01202 228866**

(Normal hours 0900-1700 Mon-Fri; if you have urgent information about a child and need a social worker, call this same number for out of hours service 7 days a week until 2200, and manager on call after that. If in immediate danger, call the police.)

Dorset police:

101 (non-emergency)

999 (emergency)

NSPCC Whistleblowing Helpline:

0800 028 0285 (8am to 8pm Monday to Friday) or email help@nspcc.org.uk

Preventing Terrorism and Radicalisation Referrals in Dorset:

Contact the Safe Schools and Community Team **01202 222844**
or email: MASH@dorset.pnn.police.uk

Anti-terrorist hotline on **0800 789 321**. In emergency, call **999**.

Independent Listeners:

- Mr Paul Carling Tel: **07840 858 329** (E: paulcarling@gmail.com)
- Mrs Jane Carling Tel: **07840 858 329** (E: ejcarling@googlemail.com)

Independent Listeners are not employed by the School. They are adult volunteers with whom students can discuss issues they may feel uncomfortable discussing with School staff members.

Appendix 2: The role and responsibilities of the Designated Safeguarding Lead (Director of Pastoral Care) and the Deputy Designated Safeguarding Leads (Principal, Vice-Principal and the Director of Short Courses)

(Taken from 'Keeping Children Safe in Education' Sept 2018)

As the School's Designated Safeguarding Lead, the Director of Pastoral Care, Mr Mike McGinty, has lead responsibility for safeguarding and child protection. The broad areas of responsibility for the Designated Safeguarding Lead (or, in his absence, one of his deputies) are:

Manage referrals

- Refer cases of suspected abuse to Dorset County Council Children's Services, as required;
- Support staff who make referrals to Dorset County Council Children's Services;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the principal to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part Four of KCSIE) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- Liaise with staff - especially pastoral support staff, school nurses, IT Technicians, and the named person with oversight for SEN(D) - on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- Act as a source of support, advice and expertise for staff.

Undertake Training

-The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years.

-The Designated Safeguarding Lead undertakes Prevent awareness training.

-In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the School's safeguarding (child protection) policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and with safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the School with regards to the requirements of the Prevent duty and able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

Raise Awareness

The Designated Safeguarding Lead should:

- ensure the School's policies are known, understood and used appropriately;
- ensure the School's safeguarding (child protection) policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the safeguarding (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; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

- Where children leave the School ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time and during the holiday periods when Short Courses are resident (during which the Director of Short Courses is the DSL), the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the School to discuss any safeguarding concerns. Generally speaking the Designated Safeguarding Lead (or a deputy) is available in person. However, there may be occasions when the DSL and his deputies are only available via telephone and/or Skype.
- The Designated Safeguarding Lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Record to be made by an adult receiving a disclosure of abuse

This record should be made as soon as possible after the disclosure has been reported either to the Designated Safeguarding Lead or to one of his deputies. The facts, not opinions, should be accurately recorded in writing in a non-judgemental way and should include:

- The child's name, gender, date of birth and nationality
- Date and time of the conversation
- What was the context and who was present during the disclosure?
- What did the child say? – verbatim if possible
- What questions were asked? – verbatim
- Responses to questions –verbatim
- Any observations concerning child's demeanour and any injuries
- The name of the person to whom you reported the disclosure
- Print your name and position in School
- Sign and date the record
- Pass all of this to your Designated Safeguarding Lead or, in his absence, one of the deputies

This should be retained by the DSL in the original form (as it could be used as evidence in criminal proceedings), even if later typed or if the information is incorporated into a report.

All records held must be kept securely and will be held by the school in accordance with the School's records retention policy and the policy on records kept by the DSL set out below.

Records kept by the Designated Safeguarding Lead

General principles

- It is useful for School staff to use the form provided at the end of this document for recording information/concerns. This should include:-
 - student's details
 - date and time of event/concern
 - nature of the concern raised
 - action taken and by whom
 - name and role of the person making the record
- This record must be passed to the Designated Safeguarding Lead who will make a judgement about what action needs to be taken, in accordance with local inter-agency safeguarding procedures.
- The student's general School file should be marked in some way (this will be by means of a green, circular sticker on the student file cover sheet) to indicate that a child protection file exists. All staff that may need to consult a child's School file should be made aware of what the symbol means and who to consult if they see this symbol
- Information about concerns, allegations and referrals relating to individual students should be kept in separate files rather than in one generic 'concern log'.
- Individual files should include a chronology of incidents and subsequent actions/outcomes.
- If a student is subject of a child protection plan, this should be highlighted in some way to make it immediately obvious to anyone accessing the record.
- **All records relating to child protection concerns should be kept in a secure place, separate from the main School files, and access to the keys strictly controlled. Electronic records should be password protected.**
- Child protection information should be shared with all those in School who have a need to have it, either to enable them to take appropriate steps to safeguard the student or to enable them to properly carry out their own duties, but it should not be shared wider than that.

Access to child protection records

- The child who is the subject of a child protection record has the right to access the file, *unless* to do so would affect his/her health or well-being or that of another person, or would be likely to prejudice a criminal investigation or a Section 47 assessment under the Children Act 1989.
- Parents (i.e. those with parental responsibility) are entitled to see their child's child protection file, with the same exemptions as apply to the child's right to access the record. Note that an older student may be entitled to refuse access to his/her parents.
- Always seek advice if there are any concerns or doubt about a child or parents reading records. However, it is generally good practice to share all information held unless there is a valid reason to withhold it, e.g. to do so would place the child at risk of harm. Any requests to see the child's record should be made in writing so that confidential information, such as any details of other students, can be removed.
- Child protection information should not normally be shared with professionals other than those from DCC Children's Services/social care teams, the Police, Health or the Local Authority. Information should not be released to parents' solicitors on request; advice should be sought from LA Legal Services in such cases.

Transfer of child protection records

- When a student transfers to another school, the Designated Safeguarding Lead should inform the receiving school that child protection records exist. The original records must be passed on either by hand or sent by recorded delivery.
- If the records are to be posted, they should be copied and these copies should be retained until there has been confirmation in writing that the originals have arrived at the new school. They can then be shredded.
- Whether child protection files are passed on by hand or posted, it is good practice to have written evidence of the transfer (such as a form or slip of paper signed and dated by a member of staff at the receiving school.) This form should be retained by the originating school for 6 years (in line with guidance from the Records Management Society).
- If the student is removed from the roll to be home educated, the School should pass the child protection file to the Principal Education Social Worker (PESW) at County Hall using the process detailed above. If the child later enrolls at the same or another school, the PESW will pass on the child protection records.

Retention of records

- The School should retain the record for as long as the child remains in School and then transferred as described above.
- Guidance from the Records Management Society is that when a student with a child protection record reaches statutory school leaving age (or where the student completed 6th form studies), the last school attended should keep the child protection file indefinitely.

Appendix 4: Responding to allegations of concerns about a member of staff

The Principal/Chair of Governors will follow the pan-Dorset Inter-Agency Safeguarding Procedures and inform the Designated Officer immediately (same working day) when there is an allegation or concern that any person who works with children, in connection with his/her employment or voluntary activity, has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

These behaviours will be considered within the context of the categories of abuse identified above. These include concerns relating to inappropriate relationships between members of staff and children or young people. Advice will be sought from the Designated Officer, Police and DSC to agree the following:

- who needs to know and, importantly, exactly what information can be shared with the individual and the parents of the child/children;
- how to manage speculation, leaks and gossip;
- what, if any information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if and when it should arise.

The School has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. The individual concerned will be advised to contact their trade union representative, if they have one, or a colleague for support. He/she will also be given access to welfare counselling and medical advice.

If the Police decide to take the case further and the allegation is against a member of staff, it is possible that he or she may be suspended or, where the circumstances are considered to warrant it, dismissed. Suspension will not be an automatic response to an allegation.

The School aims to strike a balance between the need to protect children from abuse and the need to protect staff from false or unfounded allegations. However, the School must consider the following when assessing its actions:

- Is the pupil at risk?
- Are other pupils at risk?
- Will the presence in School of the member of staff impede an investigation?

The School will always consider alternative arrangements that would achieve the same result as suspension. This could include either redeployment so that the member of staff does not have direct contact with the child concerned, or by providing an assistant to be present when the individual has contact with children. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupil concerned and the need for a full and fair investigation. The School will give due weight to the views of the Designated Officer.

In cases involving the temporary suspension of residential staff following allegations of abuse, alternative temporary accommodation will be provided.

The Pan-Dorset Multi-Agency Safeguarding Policies and Procedures Manual can be found at <http://pandorsetscb.proceduresonline.com>

The School will make every effort to maintain confidentiality throughout the process.

The School will exercise its responsibility to report within one month of leaving the School any person (employed, contracted, a volunteer or a student) whose services are no longer required because that person is considered to be unsuitable to work with children. A report will also be made to the DBS if the School believes that the person has harmed or poses a risk of harm to a child or vulnerable adult, satisfies the harm test or has received a caution or conviction for a relevant offence. The report will be made even if the person to be dismissed or removed has resigned first. The School will exercise its duty to consider making a referral to the TRA where a teacher has been dismissed or would be dismissed if he or she had not resigned and a prohibition order may be appropriate. Examples would include unacceptable professional conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence, in accordance with Teacher misconduct; the prohibition of teachers (DfE2014). Failure to make a report constitutes an offence.

Appendix 5: Children Missing from Education

If a pupil goes missing then the Missing Pupil Procedure must be followed. The DSL or his Deputies must be informed on all occasions if a pupil is missing to help identify vulnerable pupils and to help to prevent the risks of their going missing in the future. Where a pupil is missing, staff should also have in mind the potential safeguarding concerns relating to travelling to conflict zones and forced marriage.

The School will notify the local authority within **five days** when a pupil's name is added to the admission register. The School will notify the local authority when a pupil's name is added to or removed from the admissions register at non-standard transitions. The standard transition for admission is defined as the first day of the first term of the school's youngest year group (Year 7) and for removal, the last day of the last term of the school's oldest year group (Year 11).

The School will inform the local authority when a pupil is deleted from its register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and not before the pupil's name is deleted from the register.

This is undertaken so that the local authority 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 being harmed, exploited or radicalised.

The School has a legal duty to 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.

Further guidance can be found in the government's Missing children and adults' strategy (December 2011) (<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>) and in Children missing education (2016) (<https://www.gov.uk/government/publications/children-missing-education>).

When a visa-national student leaves our school before the end of the intended period of study or does not return after a holiday without explanation, as the body sponsoring the visa, Sherborne International shall inform UKVI of the student's departure.

The Designated Safeguard Lead will forward any child protection records for a student to the receiving school where this is known. In cases where the receiving school is not known and where a child protection record exists, the DSL will seek to identify the receiving school from parents, guardian, agent or other appropriate source.

Appendix 6: Mandatory Training

There are 4 levels of safeguarding training:-

- 1) Awareness
- 2) Single agency **all school staff and volunteers*
- 3) Multi agency ***Designated Safeguarding Lead and deputies*
- 4) Those with particular strategic and managerial responsibilities

***Single agency training**

This should include:-

- how to recognise children who are, or may be, suffering harm
- how to respond to child welfare concerns, including disclosures of abuse
- safer working practice

This training generally takes place with other adults who work/volunteer in school, as a twilight or inset session, and can be delivered by the Designated Safeguarding Lead or one of his deputies. Update required as appropriate, but at least annually.

****Multi-agency training**

This should give the Designated Safeguarding Lead and his deputies:-

- a higher minimum level of expertise
- a greater understanding of how to work together with other agencies to identify and address child welfare concerns
- the means to plan, undertake and review interventions
- the ability to manage and contribute to child protection procedures

There are two similar courses ('Safeguarding Children – Child Protection') run within Dorset. Contact the Safeguarding Unit for more information about these courses.

In addition, there are courses which may be of particular interest to some designated or other school staff on topics such as child sexual abuse, emotional abuse and neglect etc, the details of can be obtained from the DCC Learning and Development Unit. These are in addition to, not instead of, the 'Safeguarding Children – Child Protection' training

Designated Safeguarding staff should update their knowledge and skills at regular intervals, but at least annually. In addition they must attend one of the following Level 3 courses, or similar, at least every two years:-

- 'Child Protection Update' multi-agency course – details sent out from the Safeguarding Unit
- 'Safeguarding in Schools' course for experienced designated safeguarding staff.

Appendix 7: Forms to be completed:

You can use the forms on the next two pages to record concerns or disclosures: they may also be found in the staff room: one copy only should be made and given to the DSL or deputy

SHERBORNE INTERNATIONAL
INFORMATION & CONCERNS BROUGHT TO THE
ATTENTION OF THE DESIGNATED SAFEGUARDING LEAD

Student's Name in full (first & family name)	Date of Birth (DD/MM/YYYY)
Gender M/F	Nationality
Day and Date DD/MM/YYYY of Event / Concern	
Name of person(s) reporting the concern	
Nature of concern raised - verbatim	
Action taken and by whom (include dates where relevant)	
Date (DD/MM/YYYY)	Name _____ Signed _____

RECORD OF A DISCLOSURE OF ABUSE

SHERBORNE INTERNATIONAL

You can use this form to make a record if a student makes a disclosure. But do not delay in passing the information to the DSL once a disclosure has been made – see the DSL before writing up rather than delay.

Student's Name in full (first & family name)		Date of Birth (DD/MM/YYYY)
Gender M/F		Nationality
Date(DD/MM/YYYY) of Conversation		Time of Conversation
Context of Conversation & Who Was Present?		
What did the student say?		
What questions were asked? – verbatim Responses to questions – verbatim		
Observations re student's injuries/demeanour		
I reported the disclosure to....	Name	Time and date

Print Name: _____ Position in School: _____

Signed: _____ Dated: (DD/MM/YYYY) _____