

The Croft Preparatory School
Safeguarding and Child Protection Policy

Whole School Policy, including Early Years Foundation Stage

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Introduction

The Croft Preparatory School recognises its duty to children in need and to children at risk of harm, and the responsibility it has under Section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. This policy sets out how the School discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. The welfare of the child is paramount.

This policy applies to all staff, governors and volunteers working in the School. It is written in accordance with locally agreed inter-agency procedures established by the Warwickshire Safeguarding Children Board (WSCB) and the Disclosure and Barring Service (DBS). It is also in accordance with the DfE guidance document 'Keeping Children Safe in Education', September 2016 (KCSIE), Working Together to Safeguard Children (March 2015) (WTSC) and the Prevent Duty Guidance for England and Wales (March 2015) (Prevent).

The Safeguarding and Child Protection Policy is available to all parents, prospective, current or past, from the Main School Office or from the school website, www.croftschool.co.uk

The Designated Safeguarding Lead (DSL) and Deputy Arrangements

- The Designated Safeguarding Lead (DSL) is: **The Deputy Headmaster - Mr Ed Bolderston.**
The Deputy Designated Safeguarding Lead (Deputy DSL) are : **Mr James Ferris – Assistant Headteacher and Mrs Louise Livingstone Jones – Reception Class Teacher.**
- Those named above will liaise with local statutory children's agencies as appropriate and in accordance with the WSCB "Safeguarding Inter-Agency Procedures".
- They will make prompt contact with children's social care where there are concerns that a child is in need of help or at risk, and/or with the Designated Officer (DO) in relation to allegations against anyone working at the school, and/or the police if a criminal offence is suspected.
- They will monitor children known or thought to be at risk of harm and contribute to assessments of need and support packages for those children.
- They will access the latest version of the WSCB "Safeguarding Inter-Agency Procedures" via the WSCB website (<https://www.warwickshire.gov.uk/wscb>) as necessary, and ensure that all staff know where they can access this, via the live link on computer desktops.
- They will ensure that training for designated persons in child protection and inter-agency working is updated every 2 years in accordance with Government guidance.

- They will provide regular training and safeguarding updates for all staff and volunteers in child protection and inter-agency working in line with WSCB guidelines (currently an annual refresher cycle). Peripatetic music teachers and other third parties, where appropriate in accordance with KCSIE guidance, should also receive this periodic training unless evidence has been provided that they have completed it elsewhere.
- They will remedy any deficiencies or weaknesses in the Child Protection arrangements without delay.

Referrals to Warwickshire MASH (Multi Agency Safeguarding Hub)

MASH is a partnership between Warwickshire County Council, Warwickshire Police, National Health Service (NHS) and other key partner agencies working together to safeguard children, young people and adults. Their focus is on providing early engagement and support to potentially vulnerable children and adults and their families by collating and sharing information through a multi-disciplinary team of professionals. This enables faster assessment of risk and improved decision making, to keep children, adults and families safe.

If you have a safeguarding concern about a child or young person, please call the MASH:

Telephone: **01926 414144**

8.30 am – 5.30 pm Monday to Thursday

8.30 am – 5.00 pm Friday

In an emergency outside of these hours telephone The Social Care Emergency Duty Team (EDT) on **01926 886922**

For non-urgent referrals submit the online Multi Agency Referral Form (MARF). The MARF can be accessed via the MASH website at **www.warwickshire.gov.uk/mash**

The Designated Officers (DO) Tony Bowen and Mona Cook who can also be contacted via the MASH or on **01926 743433**.

Response in School, including Reporting Arrangements

1. Reporting to the DSL

Any concern must be discussed with the DSL, or Deputy DSL in his absence, as soon as possible and at least by the end of that day.

Where a disclosure is made, or abuse is suspected and the child is in immediate danger or is at risk of harm, the DSL will make a Child Protection Referral to the MASH immediately. Should the case be borderline, the DSL will discuss any doubts or concerns with the DO, before deciding to make a referral. This will be done tentatively and without giving names in the first instance. What appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus, The Croft Preparatory School will not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

Any allegations against staff, volunteers or visitors should be reported to the Headmaster or, in his absence, the Chair of the Governing Committee immediately. In case of serious harm, the police should be informed from the outset.

If, having discussed a concern with the DSL, it has been advised that no further action or referral will be made, members of staff should feel able to contact the DO directly, if their concerns persist. KCSIE emphasises that any member of staff may make a direct referral to Children's Social Care if they genuinely believe independent action is necessary to protect a child. The DSL and relevant staff will continue to observe the child and review their welfare on a regular basis.

2. Immediate response to the child

It is vital that our actions do not cause the child further hurt, unnecessary upset or prejudice further enquiries, for example:

- Listen to the pupil. If you are shocked by what is being said, try not to show it
- It is ok to observe bruises, but not to ask a child to remove or adjust their clothing to observe them
- If a disclosure is made, the pace should be dictated by the pupil, without them being pressed for detail, by being asked such questions as, "what did they do next?", or "where did they touch you?". It is our role to listen, not to investigate. Avoid asking leading questions, only use open questions based on the TED model of: Tell, Explain, Describe.
Eg
"Tell me what happened? "

“Please explain what you meant when you say?”

“Can you describe the person?” or “Can you describe the place?”

- Accept what the pupil says. Be careful not to burden them with guilt by asking questions such as “why didn’t you tell me before?”
- Do acknowledge how hard it was for them to tell you this
- Don’t criticise the perpetrator, this may be someone they love
- Don’t promise confidentiality. Reassure the pupil that they have done the right thing, explain who you will have to tell (the DSL) and why. It is important that you don’t make promises that you cannot keep, such as “I’ll stay with you all the time”, or “It will be alright now”.

Recording Information

- Handwritten logs of incidents, disclosures or concerns must be recorded on the appropriate ‘Logging a concern’ Green Form C Part 1 (located on both staffroom noticeboards) and passed to the DSL immediately. Record the date, time, place and context of the disclosure or concern, recording facts and not assumption and interpretation. Ensure your notes are as comprehensive and accurate as possible, then sign and date them.
- The DSL must complete Part 2 of Form C and ensure that the information is stored in the child’s personal file within a secure child protection database.
- Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into “proper terms”).
- It is important to keep these original notes and pass them to the DSL.
- All referrals to Social Services must be followed up within 24 hours in writing using the the online Multi Agency Referral Form (MARF).

Principles for Staff

- All staff and volunteers who may have contact with children (whether employed or otherwise, eg peripatetic music teachers and students on work placement), are informed of the name(s) of the DSL (and Deputy) and the School’s policy for safeguarding children:
 - ☐ During their first induction to the School. All staff undergo a comprehensive induction programme on starting work at the school, which involves safeguarding and whistleblowing procedures.
 - ☐ Through the provision of a copy of this School Safeguarding and Child Protection policy and Part 1 of KCSIE and Annex A for leaders and those who work directly with children (See Appendix A). Understanding of KCSIE Part 1 is assessed via a quiz.

- ❑ Through the Staff Handbook, which contains the Staff Code of Conduct including whistleblowing and acceptable use of IT, staff/pupil relationships and communications including use of social media.
 - ❑ Information on relevant noticeboards.
 - ❑ Whole School staff training or briefing meetings.
 - ❑ Staff Guidance on Child Protection handout.
 - ❑ Code of Conduct and Child Protection Guidelines for Volunteer, Temporary and Supply Staff handout.
 - ❑ Staff must read KCSIE Part 1 on an annual basis but the DSL will refer to aspects of it through communications throughout the year.
- All staff need to be alert to the signs of harm and abuse and to the possibility that a child is in need of help or at risk. They should report any concerns, if not immediately, as soon as possible, that day to the DSL or deputy. If in any doubt, they should consult with the DSL.
 - The School operates safer recruitment practices including ensuring that appropriate enhanced DBS checks, barred list and prohibition order checks, checks of identity, disqualification by association self-declarations, background and any unexplained discontinuity of employment, qualifications, references, medical fitness, overseas checks, and checks of right to work in the UK are undertaken. Please see our Recruitment, Selection and Disclosure Policy and Procedure for further details.

The School will obtain assurances that appropriate Child Protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils.

Position of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in school settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

How to refer concerns about someone in a Position of Trust to the DO

Any concerns about possible/suspected abuse by a person who works in a position of trust with children (eg staff or volunteer) should be referred to the DO using the 'Position of Trust Multi-Agency Referral Form', available from the DSL.

If there are concerns that a child is at immediate risk of serious harm the MASH should be contacted by telephone on **01926 414144**. The referral should then be followed up in writing, using the above form.

Staff Code of Conduct

Staff should ensure that their behaviour and actions do not place pupils, or themselves, at risk of harm, or of allegations of harm to a pupil. To meet and maintain our responsibilities towards pupils, the School has agreed standards of good practice which form a Code of Conduct for all staff. The Croft School Code of Conduct can be found in the Staff Handbook, which is issued to every school employee. Volunteers are provided with a separate Code of Conduct on their induction to the school.

The Staff Code of Conduct includes the following guidelines:

- All staff should clearly understand the need to maintain appropriate boundaries with pupils and ensure that their relationships with pupils are appropriate.
- Staff should be mindful that their use of language or conduct does not give rise to speculation or comment.
- Staff should never allow or engage in inappropriate verbal or physical contact of any description. Some activities necessarily involve some physical contact with the pupil, eg swimming lessons in the pool, first aid, sports or music tuition. Where this is the case the child's permission should be sought beforehand and the staff member should be mindful of the safe working practices below.
- All staff should ensure that when working individually with a pupil, they are mindful of safe working practices (eg one-to-one lessons should take place in a windowed venue or with a door open, other staff are aware they are working on a one-to-one basis and immediate help is available if needed).
- Staff should not transport a pupil in their own vehicle unaccompanied (unless in an emergency situation).
- Staff should never engage in inappropriate electronic communication with a pupil and should not give out personal mobile telephone numbers or email addresses.
- All staff have a responsibility to check on visitors and guests to the School to ascertain their identity and ensure they are accompanied.

Please refer to the Code of Conduct in the Staff Handbook (or Volunteer Agreement) for the full document.

Signs of Possible Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults, or another child or children. Abuse can take four forms:

- **Physical Abuse**
Which may involve hitting, shaking throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional Abuse**
The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual Abuse**
involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including

via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- Neglect
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. This may involve a failure to provide adequate food, clothing and shelter, to protect a child from physical and emotional harm, to ensure adequate supervision and access to appropriate medical care.

The following factors should arouse concern:

- Multiple bruising, or bruises and scratches
- Clusters of bruises – eg from being grasped by fingers
- Bruises around the neck and behind the ears
- Bruises on the back, chest, buttocks or inside of the thighs
- Marks indicating injury by an instrument - eg linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object
- Untreated injuries
- Behaviour changes – children may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children wearing clothes which are ill fitting and/or dirty
- Consistently poor hygiene
- A reluctance to change clothes in front of others or participate in physical activities
- A sudden lack of concentration and learning
- Coming to school consistently tired or hungry
- Children talking about being left home alone, or being left with inappropriate carers or strangers.
- A delay in reaching developmental milestones, such as speaking or walking, without reason
- A reluctance to go home after the end of school, or where there is consistently late collection
- Parents who are dismissive and non-responsible to practitioners' concerns
- Parents who collect their children under the influence of drink or drugs
- Where there is evidence that children are drinking alcohol
- Where a child shows concern for younger siblings, without explaining why
- Children who talk about 'running away'
- Where children shy away from being touched or flinch at sudden movements

- Poor attendance and/or punctuality. A child going missing from education is a potential indicator of abuse and neglect, including sexual exploitation

In the social context of the School, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be aroused when:

- The explanation given does not match the injury
- No explanation is forthcoming
- The child (or parent/carer) is secretive or evasive
- The injury is accompanied by allegations of abuse or assault

Early Help and use of the Common Assessment Framework (CAF) process

The school recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. All school staff are trained to notice any concerns about children which may help to identify that they would benefit from early help.

Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, Police), the school will use the Common Assessment Framework (CAF) process to complete an early help assessment and identify what help the child and family require to prevent their needs escalating.

The school is committed to working in partnership with children, parents and other agencies to:

- identify situations in which children and/or their families would benefit from early help
- undertake an assessment of the need for early help, using the CAF process and provide targeted early help services to address the assessed needs of a child and their family
- develop an action plan that will focus on activity to improve the child's outcomes.

The school will be particularly alert to the potential need for early help for any 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 whose circumstances present challenges for the child, such as adult substance abuse, adult mental ill health, domestic abuse
- is showing early signs of abuse and/or neglect

The school will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents do not consent to early help or the CAF process being initiated, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral to Children's Social Care may be necessary.

PREVENT Duty

As of July 2015, the Counter-Terrorism and Security Act (HMG 2015) placed a new duty on schools and other education providers. Schools are now required to have "due regard to the need to prevent people from being drawn into terrorism." This duty is known as the Prevent duty and it requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares pupils for the opportunities, responsibilities and experiences of life, promoting community cohesion
- be safe places in which children/young people can understand and discuss sensitive topics including terrorism, radicalisation and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of the existing duties to forbid political indoctrination and secure a balanced presentation of political issues

The Croft Preparatory School works in accordance with the Prevent Duty and approaches this issue in the same way as any other Child Protection matter. Where staff have concerns about any child they should discuss these with the DSL in the first instance, who will make a child protection referral to the Local Authority in line with our set procedures.

Children Missing from Education

A child going missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect including that a child may be at risk of radicalisation, FGM or forced marriage. Unauthorised absences from school will be managed in accordance with the School's Missing Child Policy.

The School will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. A pupil who fails to attend school

regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more will be reported to the Local Authority.

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online.

The following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time
- Children who regularly miss school or don't take part in education.

So-called 'Honour Based Violence' ('HBV') and Female Genital Mutilation

So-called HBV can include forced marriage, physical assaults, threats of violence, kidnapping, witnessing violence directed towards a sibling or another family member and FGM (Female Genital Mutilation).

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. As of October 2015, the Serious Crime Act 2015 (Home Office 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of FGM where it appears to have been carried out on a girl under the age of 18. The Croft Preparatory school will operate in accordance with the statutory requirements relating to this issue and in line with existing local safeguarding procedures.

The warning signs for honour based crime may include:

- A history of older siblings leaving education and marrying early, or family/ community members having undergone FGM
- Depressive, withdrawn behaviour, including self-harming
- Unexpected absence

Peer on Peer Abuse

KCSIE guidance emphasises the importance of minimising the risks of peer-on-peer abuse. Abusive behaviour by one child towards another will not be tolerated, minimised or dismissed as 'banter' or 'part of growing up'. In most instances, the conduct of pupils towards each other will be covered by the school's Good Behaviour and Anti-Bullying Policies. Some allegations however, may be of such a serious nature that they raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse, (including 'sexting'; sending explicit messages online or via text) and sexual exploitation.

All allegations must be treated seriously, and the procedures outlined in the School's Anti-Bullying and Good Behaviour Policies followed. The incidents should be reported to the DSL, or Deputy DSL in his absence, who may refer the matter to the Local Authority where there is reasonable cause to suspect a child is suffering or may suffer significant harm.

Special Educational Needs and Disability

All staff need to be alert to the specific needs of those pupils who have special educational needs and/or disabilities, including young carers. Those with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect. Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Use of personal mobile phones and cameras

Personal mobile phones **must not** be used on the school premises, or when on educational visits, unless required as a technological aid for a lesson, or for the purposes of school related communication (eg on a nature walk in the grounds etc.)

Where the above exceptions do not apply, mobile phones should be kept in a secure place throughout contact time with children (eg in a locker, drawer or cupboard. Staff members should not keep their mobile phones about their person; eg in a pocket, on their desk etc).

Mobile phones should not be used in toilets, changing rooms, showers or nappy changing areas within the School. In Early Years, mobile phones should be locked in staff lockers and not held on the employee (eg in an apron pocket) unless on the express permission of the Early Years Manager.

All parents or visitors to Early Years must keep their phones in their pockets and under no circumstances get them out for any purpose. Signs around this part of the school make this clear.

Mobile phone calls may only be taken at staff breaks or in the staff members' own time, and not in places where contact with children will take place. (Eg in staff rooms and offices only.)

No member of staff or volunteer may use their own mobile phone or personal camera to take photographs within the School or on an educational visit, at any time.

The Staff and Volunteer Code of Conduct contains additional information relating to the use of mobile phones and cameras.

Support

1. Pupils and families

Our School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This School may be the only stable, secure and predictable element in the lives of children at risk.

This School will endeavour to support pupils through:

- The curriculum, to encourage self-esteem and self-motivation
- The Taking Care Programme, for Reception through to Year 6
- Referral to the FRIENDS scheme, a resilience building programme
- The School ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- The implementation of our School Good Behaviour Policy
- A consistent approach, which recognises and separates the cause of the behaviour from that which the pupil displays
- Regular liaison, where appropriate, with other professionals and agencies who support pupils and their families
- A commitment to develop productive, supportive relationships with parents, especially as it is in the pupil's interests to do so
- The ongoing development and support of a responsive and knowledgeable staff, trained to respond appropriately in child protection situations

2. Staff

Receiving a disclosure or observing signs of abuse can be very distressing. Staff should feel able to discuss their feelings with the DSL or other senior member of staff.

Incidents of a child protection nature can affect staff not directly involved. Meetings should be used to support staff in this situation. The DO for Child Protection can facilitate such meetings if requested.

Individuals may be asked to attend a Strategy Meeting. They will need to take the completed Referral Pro Forma, school attendance records and any other information the School may hold.

Individuals may be required to attend a child protection case conference for which they should provide a report.

The DSL will be available to support and advise.

Confidentiality

Members of Staff have the professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that s/he has a responsibility to refer the information onto others, for the child's own sake. Within that context, the child should, however, be reassured that the matter will be disclosed only to the people who need to know about it. Members of Staff who receive the information about children and families in the course of their work should keep the information only within a professional context. Child protection records should be kept securely locked.

Personal information about all pupils and their families is regarded by those who work in this School as confidential. All staff will aim to maintain this confidentiality. All records relating to child protection incidents will be maintained by the DSL and only shared as is consistent with the protection of children. All records will be kept for 25 years following the child's date of birth, as stated on the School's document retention guidelines.

Training

- The Croft Preparatory School has a commitment to training, updates and attendance at inter-agency child protection meetings. Time will be given to enable this commitment to be met.
- The DSL will share key information from training or experiences with the wider staff group via meetings etc, whilst not breaching confidentiality
- All staff and governors will receive annual safeguarding training, and have access to regular updates through email, staff meetings etc regarding changes in school policy or national guidance.
- Staff must read KCSIE Part 1 on an annual basis but the DSL will refer to aspects of it through communications throughout the year.

Case conferences and core group meetings

- It will normally be the role of the DSL to attend a Child Protection Case Conference. However, in some cases, the attendance of the Class/Form teacher might be requested. If that is the case, where possible, s/he will be accompanied by the DSL. If not, a report should be prepared using the online Multi Agency Referral Form (MARF) for presentation to the Chair at the start of the meeting. The Chair will gather all information and assess the risks. Those present will be asked for their views in respect of Registration.

- If a child's name is placed on the Warwickshire Child Protection Register, a Core Group will be agreed. All Core Group members meet regularly (at least monthly) to monitor and progress the Child Protection Plan and Core Assessment. Attendance at these meetings will be given priority.
- The DSL will be available to advise and support.
- Where no Registration has taken place, schools may be asked to monitor. Staff should seek clarity about information required, timescales, and reporting methods.

When a pupil transfers to another school

- If the pupil is on the child protection register, their Social Worker will be contacted by the DSL and informed of the transfer.
- When the child changes schools within the authority, child protection records will be passed onto the DSL at the receiving school.
- When the child is moving to another authority, or independent school, information, including concerns, will be passed on to the next school's DSL. Case conference minutes are not transferred but the date, name of Chair, local authority and outcome will be included on the records transferred.
- The Local Authority will be informed of any child removed from the School's Admission Register under the grounds listed in the Education (Pupil Registration) (England) Regulations 2006. The School will also notify the Local Authority, within 5 days, where it adds any pupil to the Admission Register at a non-standard transition point.

The Role of the Board of Directors

The Chairman of the Board of Directors retains overall responsibility for this Safeguarding and Child Protection Policy, whilst the safeguarding duties remain the responsibility of the Board as a whole.

The Board of Directors must ensure that:

- Adequate safeguarding policy and procedures are in place and are reviewed annually, remedying any deficiencies or weaknesses without delay.
- Other School policies covered within the scope of the Safeguarding and Child Protection Policy are reviewed regularly to ensure compatibility.
- All staff and Governors receive child protection training in line with Local Authority guidelines.

- A member of senior management is identified within the School as the DSL and that he/she has the necessary resources, time and training to undertake their duties.
- They receive information on child protection activity within the School, without breaching confidentiality.
- Safer recruitment procedures are followed.
- The results of the annual review of the Safeguarding and Child Protection Policy and procedures are reported to the Governing Committee.

The Role of the Governing Committee

The Governing Committee must ensure that:

- They receive and independently review an annual report from the Board of Directors on the efficiency of the Safeguarding and Child Protection Policy and procedures.
- They receive and discuss a report from the Headmaster or DSL at each of its full meetings on any child protection issues which have arisen since the last meeting without breaching confidentiality.
- All child protection discussions and reviews are fully and accurately minuted.
- 2 Governors are identified who will take the lead on issues of Safeguarding.
- The DSL consults with the Chair of Governors in the event of an allegation being made against the Headmaster or Proprietor of the School, seeking immediate advice from the DO.

The Governors identified to take a lead on child protection are **Anne Freer and John Whitting.**

The Chairman of the governing committee is **Vanessa Aris.**

The Role of Parents

- Parents play an important role in protecting their children from abuse. The School is required to consider the safety of the pupil and, should a concern arise, professional advice will be sought prior to contacting parents and therefore, the school does not require parental consent for referral of children to statutory agencies.
- The School will work with parents to support the needs of their child.
- The School aims to help parents understand that the School, like all others, has a responsibility for the welfare of all pupils and has a duty to refer cases to the Social Services in the interests of the child.

Whistleblowing

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. However, all staff must remember that the welfare of the child is paramount and that no one who reports a genuine concern in good faith needs to fear retribution. The Croft School aims to foster a culture of safety and of raising concerns.

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Headmaster or, in his absence, the Chair of the Governing Committee, who will confer with the DSL and follow the procedures outlined in the following section. Staff members should also see the School's Whistleblowing Policy, which can be found at T:\HR & Finance Information\HR Policies.

Members of staff are able to contact the DO directly should they feel unable to raise the issue with the Headmaster, or if they feel their concerns are not being adequately addressed in School. They may also contact the NSPCC Whistleblowing line on **0800 028 0285**. Safeguarding is the responsibility of everyone and anyone may make a referral to children's social care.

Allegations of abuse against members of School Staff/DSL/Volunteers/ Governors (including the Chair)/Proprietor and Headmaster

If a child or parent makes a complaint of abuse against a member of staff, DSL, volunteer, Governors (including the Chair) or Proprietor of the School, the person receiving the complaint must take it seriously and immediately inform the Headmaster.

In addition, any member of staff who has reasons to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Headmaster. A record of the concerns must be made, including a note of anyone else who witnessed the incident or allegation.

Following receipt of the complaint, the referral procedures, as outlined above, will be followed. If the allegation constitutes a serious criminal offence, it will be necessary to contact Social Services before informing the member of staff.

If the Headmaster is unavailable, or is himself the subject of the allegation, his child protection duties will be carried out by the Chair of the Governing Committee. All allegations concerning School Proprietors must also be immediately referred to the DO. In the specific case of the allegation being against the Headmaster, the referral should

be made to the Chair of Governors Committee (or Dos Tony Bowen and Mona Cook on 01926 74343) without informing the Headmaster.

The School will report to the Disclosure and Barring Service (DBS), within one month of leaving the School any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children; the Disclosure and Barring Service (DBS) address for referrals is: PO Box 181, Darlington, DL1 9FA (Tel: 01325 953795) (Email dbsdispatch@dbs.gsi.gov.uk).

The School is also under a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) for reasons such as unacceptable professional behaviour or conduct that may bring the profession into disrepute. This may result in the issue of a Prohibition Order.

Unfounded or malicious allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take action in accordance with the School's Good Behaviour Policy.

Where a parent has made a deliberately invented or malicious allegation, the Headmaster will consider (in accordance with the School's terms and conditions) whether to require that parent to withdraw their child or children from the school on the basis of their unreasonable behaviour against the School.

Curriculum

The Croft Preparatory School has a commitment to safeguarding children, and equipping them, for example, with the skills to understand their rights, appropriate forms of behaviour management and the difference between good and bad touching. Sessions within PSHE (Personal, Social and Health Education), the Taking Care Programme and Circle Time can and will be used to assist our children in developing such skills.

E-safety issues are embedded in the curriculum and other school activities. A planned e-safety programme is provided as part of ICT, PSHE and other lessons, and covers both the use of ICT and new technologies in school and outside school. Please see the E-safety Policy for further details.

Policy Review and Ratification

The Safeguarding and Child Protection Policy is reviewed and updated annually by the Proprietors, Headmaster and Governing Committee. It is ratified and signed off by both the Executive Leadership Team and the Chair of Governors.

Related Policies

- Recruitment, Selection and Disclosure Policy
- E-safety Policy
- Educational Visits Policy
- Health & Safety Policy
- Missing Child Policy
- Code of Conduct (for staff and volunteers)
- Anti-Bullying Policy
- SEND Policy
- PSHE Policy
- IT Acceptable Use Policy (both for Pupils and Staff)

Key Contact Information

If you have a safeguarding concern about a child or young person, please call the MASH:

Telephone: **01926 414144**

8.30 am – 5.30 pm Monday to Thursday

8.30 am – 5.00 pm Friday

In an emergency outside of these hours telephone The Social Care Emergency Duty Team (EDT) on **01926 886922**

For non-urgent referrals submit the online Multi Agency Referral Form (MARF). The MARF can be accessed via the MASH website at **www.warwickshire.gov.uk/mash**

The Designated Officers (DO) are Tony Bowen and Mona Cook who can be contacted on **01926 743433**.

Police

Police Emergency number - **999**

Police Non-Emergency number - **101**

Extremism

Department for Education dedicated helpline for staff and governors: **020 7340 7264** and counter-extremism@education.gsi.gov.uk

Whistleblowing

Contact the NSPCC Whistleblowing Advice Line on **0800 028 0285**

Email: help@nspcc.org.uk

Other useful contacts

Disclosure and Barring Service

PO Box 181, Darlington, DL1 9FA

Tel: **01325 953795**

Email dbsdspatch@db.s.gsi.gov.uk

National College for Teaching and Leadership

Tel: **0345 609 0009**

Reviewed/amended and updated	April 2018 Updated EB 14/6/18
Peer Review completed	22 September 2017
Ratified by ELT	2 October 2017
Date of next review	September 2018

Appendix A

KCSIE September 2016 – Part 1 and Annex A (see separate file)