



SAFEGUARDING – SAFEGUARDING POLICY

Policy reviewed and amended: June 2017

Next review date: June 2018

Governor Lead: Mrs Janette Berry

Designated Safeguarding Lead: Mrs Helen Cook

Head of Pre-Prep, member of Senior Leadership Team

(with responsibility for the whole school, including EYFS)

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01732 764 832

Deputy Safeguarding Officer: Mrs Wendy Kent

Bursar, member of Senior Leadership Team.

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Deputy Safeguarding Officer: Mrs Lydia Wallis

Year 5 Form Tutor

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Deputy Safeguarding Officer: Mr Robin Collings

Online Safety Officer, Year 7 Form tutor

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Status and Review Cycle: Statutory / Annual



SAFEGUARDING – SAFEGUARDING POLICY

This Safeguarding Policy is written in accordance with the Children Act 1989 and 2004; Independent School Inspectorate Regulations; DfE guidelines; in line with Kent County Council procedures; and with reference to the Kent Safeguarding Children's Board (KSCB) along with DfE publications: Keeping Children Safe in Education (KCSIE) (September 2016), Working Together to Safeguard Children (March 2015), What To Do If You're Worried A Child Is Being Abused (March 2015), Prevent Duty Guidance (July 2015) and FGM Guidelines.

This policy covers the whole school, including the Early Years. Some additional Early Years specific safeguarding policies can be found in EY documentation.

Where the term 'staff' is used in this policy, this includes all employees, whether temporary or permanent, and volunteers working with children on behalf of the school.

1. PURPOSE

Sevenoaks Prep is committed to ensuring that it provides a safe environment for children to learn in, identifies children who are suffering, or likely to suffer, significant harm and takes appropriate action to see that such children are kept safe, both at home and at school.

At Sevenoaks Prep we believe that safeguarding is of paramount importance and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

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

All staff should be aware that safeguarding issues are not confined to instances where children are harmed by adults but can also manifest themselves via peer-on-peer abuse, such as bullying, gender-based violence, sexual assaults, sexting, or initiation/hazing type violence. Staff must be clear that abuse is abuse and should never be tolerated or dismissed as 'banter' or 'part of growing up'. In addition to this Safeguarding policy, staff should also consider the provisions of our Anti-bullying policy. Staff should be clear as to the School's policies and procedures with regards to peer-on-peer abuse; if they are unsure as to how these policies work together they should seek guidance from the DSL.

Early help

At Sevenoaks Prep, all school staff should be prepared to identify children who may benefit from early help. This means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead or Deputies and staff may be required to support other agencies and professionals in an early help assessment.

All staff must be conscious to identify emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

The Designated Safeguarding Lead plays a crucial role in early help. If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and /or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

2. AIMS

This policy aims to ensure that the school recognises and implements the following points:

- Safe recruitment procedures and practices in checking the suitability of all staff members, in compliance with Keeping Children Safe in Education (September 2016) (KCSIE).
- To provide pupils with relevant information, skills and attitudes to help them to resist abuse and prepare for the responsibilities of adult life including home and family. Together with these skills we hope that pupils will feel confident they can confide in staff on issues of neglect, abuse and deprivation.

- To help staff to be familiar and confident with the appropriate safeguarding procedures and issues. This policy is intended to give clear guidance to all staff, teaching & non-teaching on: the signs that may indicate the possibility of abuse; the procedures to follow if a child discloses abuse or a member of staff suspects abuse.
- To work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure.
- To monitor children who have been identified as 'at risk' and or 'in need.'
- To contribute to an inter-agency approach to safeguarding by developing effective and supportive liaison with other agencies and schools - thereby contributing towards a more effective detection of the incidence of child abuse.
- To review the school procedures and improve the way safeguarding issues are managed.

3. OBJECTIVES

These objectives relate directly to the aims of this Safeguarding Policy at Sevenoaks Preparatory School and are intended to show how the aims are actually put into practice.

Skills will be delivered via the curriculum and especially via PSHE and SRE. We create an environment and ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to. This is guided by the *Way of Life* across the Prep School. Children across Years 3-8 are given online (formerly known as e-safety) training annually either during computer studies lessons or PSHE lessons. Additionally, in Years 6-8 they receive training from an external internet safety organisation in an effort to help build their awareness of the dangers of the internet and the safe use of electronic equipment. The latest resources promoted by DfE can be found at: The UK Safer Internet Centre (www.saferinternet.org.uk) and CEOP's Think u know website (www.thinkuknow.co.uk)

4. INFORMATION, POLICIES and PROCEDURES:

- 4.1. We inform parents/carers (by publishing our Safeguarding Policy on the school's website) that "The School is committed to promoting the health and welfare of all pupils and if staff see signs which suggest that one of the pupils may have been the victim of abuse, staff will (as is required by law) follow the procedures laid down by the Kent Safeguarding Children Board. N.B. Such action in no way infers that any parent/carer or other individual is being accused of wrongdoing."
- 4.2. Records are kept in a secure location. We keep clear records of pupils' progress, maintain sound policies on confidentiality, provide information to other professionals, submit reports to case conferences and attend case conferences. These will be handled sensitively in accordance with our Data Protection Policy.

- 4.3. We employ the safeguarding procedures and systems in line with requirements of the Kent Safeguarding Children Board (KSCB). We employ systems that enable the transition process to include safeguarding procedures.
- 4.4. A policy review is conducted annually and any short comings or weaknesses addressed immediately.
- 4.5. Other ancillary policies are kept up to date in support of safeguarding. These include, but not exclusively, the following:
- SPS Anti-Bullying Policy
 - SPS Pupil Behaviour, Discipline and Exclusion Policy
 - SPS Employee Manual (including Code of Conduct) – various policies
 - SPS Staff Handbook
 - SPS EYFS Photography, Mobile Phones and Media Policy
 - SPS Missing Child Policy (including EYFS and Prep School)
 - SPS Late Collection of Children Policy (including EYFS)

*See EYFS Policies file for other EY specific safeguarding policies

- 4.6 The Safeguarding Policy is available to all staff members, in all roles, both electronically and in the shared area and in hard copy in both the Pre-Prep Office and Prep School staff room. It is also available on the school website. A written copy is available on request. All staff across the school are required to sign to acknowledge that they have been issued with, read and understood the School Safeguarding Policy and other relevant government policies and guidelines, as listed in section 7 of this policy.

Data Protection

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

5 SAFER RECRUITMENT IN EDUCATION

- 5.1 The school operates a strict safer recruitment system in accordance with NCTL (National College for Teaching and Leadership) and CWDC (Children's Workforce Development Council) training. Currently Mr Luke Harrison, Head Master, Mrs Karen Jeremy, Director of Studies/ Assistant Head and Mrs Wendy Kent, Bursar are certified for Safer Recruitment.
- 5.2 All members of staff, peripatetic teachers and governors, are checked through the Disclosure & Barring Service (DBS) (Formerly known as Independent Safeguarding Authority - ISA) at enhanced level and appropriate records kept in personnel files in adherence with the Data Protection Act 1998. Checks are also made with the National College for Teaching and Leadership (NCTL).

- 5.3 Under section 128 of the Education and Skills Act 2008, those in management roles at independent schools, must have an additional check to ensure they are not prohibited from teaching. This is in addition to a DBS check. A Section 128 direction prohibits or restricts a person from taking part in the management of an independent school. A person who is prohibited, is unable to participate in any management of an independent school such as: a management position in an independent school, academy or free school as an employee; a trustee of an academy or free school trust; a governor or member of a proprietor body for an independent school; or a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities.
- 5.4 Appropriate checks are also made on staff from other institutions and contractors working on site e.g. catering contractors. Where these checks are conducted by separate employers, in addition to the in-house training, evidence is provided that these checks have been done. These checks are also done for all regular volunteer helpers across the school. All visitors to the school are covered by the Visitors to the School policy. The content and validity of materials to be presented by visiting speakers is checked for suitability.
- 5.5 During the interview process, the application form is reviewed and any gaps in employment dates are questioned. The Bursar, along with the Director of Studies then ensures that identity checks are conducted, references and qualifications verified and DBS disclosures obtained. The short listed applicants will be observed teaching a lesson and then formally interviewed by a member of Senior Management, along with a member of staff who has completed Safer Recruitment training. Once all of this is in place an offer of employment and an employment contract can be issued.
- 5.6 In accordance with Disqualification by Association requirements, successful candidates are then required to complete a self-declaration form (see Appendix). Current staff have also been asked to declare if there is any reason that they should be disqualified by association. The disqualification by association rule and advice applies to employees only, not to volunteers and governors. Employees are asked to complete the disqualified by association forms annually to ensure all information is current and relevant.
- 5.7 Staff who fall within the 'by association' rule may apply to Ofsted for a waiver of disqualification but such staff may not be used unless and until such waiver is confirmed. Although old but relevant convictions are not considered "spent" for the purposes of these regulations, the age of the conviction and a person's subsequent record will be part of the consideration when Ofsted looks at all the circumstances to determine whether to grant a waiver.
- 5.8 Staff are also issued with the school's code of conduct and other guidelines which are contained in the school's Employee Manual and Staff Handbook.

6 DESIGNATED SAFEGUARDING OFFICERS

6.1 The school has a Designated Safeguarding Lead: Mrs Helen Cook, Head of Pre-Prep and member of SLT (designated January 2017) and Designated Safeguarding Officers: Mrs Wendy Kent, Bursar and member of SLT (designated September 2013). Mrs Lydia Wallis, Year 5 Class Teacher (Designated October 2015) Mr Robin Collings, online safety officer and Year 7 form tutor (Designated September 2016).

The Safeguarding Officers are responsible for:

Managing referrals of pupils who have suffered or are likely to suffer significant harm, and liaising with relevant agencies for pupils who need support through the Common Assessment Framework (CAF) and Team Around the Child (TAC) or the Channel guidance.

Refer all cases of suspected abuse to the local authority children's social care and:

- The Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member).
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child).
- Police (cases where a crime may have been committed).
- Liaise with the Deputy Safeguarding Officers to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

The safeguarding officers have completed the following training:

Mrs Helen Cook

Designated Safeguarding Lead Person Training with KCC North Kent (Renewed training – January 2016).

(NB Refresher training for DSL is booked in October 2017, conducted by NSPCC)

Mrs Wendy Kent

2013 (February) – a one day Child Protection course for Designated Persons, run by Graffham Consulting.

2015 (October) – Level 2 and 3 Designated Safeguarding Leader, run by Graffham Consulting.
(NB Refresher training for DSL is booked in October 2017, conducted by NSPCC)

Mrs Lydia Wallis

2015 (October 29) Safeguarding and Child Protection Level 2 and Level 3, run by Graffham Consulting.

(NB Refresher training for DSL is booked in October 2017, conducted by NSPCC)

Mr Robin Collings

Safeguarding Training provided by Graffham Consulting, Level 3 Safeguarding, September 2016.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the DSL and this ultimate responsibility is not delegated.

During term time the designated safeguarding lead and or a deputy should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

7 TRAINING

We provide safeguarding training every two years to all school staff. Staff are provided with updated policies as required and receive updates via email, staff meetings or e-bulletins to keep their skills and knowledge up to date and to ensure they are equipped to safeguard children effectively. The Designated Safeguarding Officers provide Safeguarding training to all new staff as part of their induction process. The new staff members concerned sign the induction form which acknowledges that they are aware of the identity of the Safeguarding Officers; know what to do in the event of a disclosure from a child, who to approach should they have concerns about a colleague and understands the school's policy with regard to suitable relationships between staff and pupils, and the importance of confidentiality. They are given a copy of the Employee Manual (including Staff Code of Conduct), SPS Safeguarding Policy, Keeping Children Safe in Education (KCSIE) (September 2016) and Working Together to Safeguard Children (March 2015) Prevent Duty Guidance (July 2015) and FGM Guidelines and sign to say they have received training and relevant documentation as listed above. In September 2016 all staff were issued with the latest, revised School's Safeguarding Policy, Keeping Children Safe in Education (KCSIE) (September 2016) and Working Together to Safeguard Children (March 2015) Prevent Duty Guidance (June 2015) and FGM Guidelines and signed to say they had received and read this updated documentation.

These documents are also kept in policy files and can be accessed on the school's computer network.

7.1 Training in Safeguarding and Inter-Agency Working will be updated at least every two years for the Designated Safeguarding Lead.

- 7.2 In February 2013 Mrs Janette Berry, Chair of Governors, attended a Level 2 & 3 Safeguarding Children Course. In October 2015 Mrs Janette Berry attended a one day refresher course.
- 7.3 The Designated Officers meet weekly to discuss any Safeguarding issues that may have arisen. These meetings are recorded.
- 7.4 The designated member of the governing body with responsibilities for safeguarding issues is Mrs Janette Berry, Chair of Governors. She completed the Child Protection course for Designated Persons (Level 3) in October, her contact details are: 07977 497324 and jan.berry@theprep.org.uk
- 7.5 The Designated Safeguarding Lead provides regular updates to the Governor with responsibility for Safeguarding, termly or more frequently if appropriate. A record of these meetings is kept.
- 7.6 An annual intrusive audit of the Safeguarding Policy and any Safeguarding issues is undertaken by the Governor responsible for Safeguarding or the Chair of Governors. This is recorded (last Audit undertaken on December 2015) and reported to the governors by the Governor responsible for Safeguarding.
- 7.7 The DSL holds Safeguarding training for all Governors in the autumn term of each year. Safeguarding is an agenda item for each Governor's meeting. The Governors ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- 7.8 All staff receive formal Safeguarding training at least once every two years. This is next scheduled for September 2018. All staff members are kept regularly informed of any changes to guidelines and/or systems within the school. At the beginning of the Autumn Term 2017-2018 each member of school staff, including; senior leaders, teachers, teaching assistants, gap students, ground staff and administration staff will receive a revised aide memoir and practical guide to safeguarding, highlighting roles, responsibilities, indicators, guidance on appropriate touch and contact information. In January 2015 all peripatetic staff, contract staff and volunteers running clubs and activities undertook safeguarding training led by the DSL. This will be updated every two years.

8. HANDLING DISCLOSURES OF ABUSE

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Disclosure by a child who is suffering abuse or about a child by another child or adult:

If child abuse is disclosed to you, the disclosure must be taken seriously. Children talk about their concerns and problems to people they feel they can trust, not necessarily to the designated person or senior member of staff. Remember that the disclosure may be the beginning of a legal process as well as a process of recovery for the child.

Receive:

- Ensure that the disclosure is being given in a suitable environment where there is appropriate privacy, but where you are not alone.
- Listen to what is being said without displaying shock or disbelief
- Accept what is being said without judgement
- Take it seriously

Reassure:

- Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g. "I'll stay with you" or "Everything will be all right now"
- Don't promise confidentiality – you have a duty to report your concerns.
- Tell the child that you will need to tell some people, but only those whose job it is to protect children
- Acknowledge how difficult it must have been to talk
- Never agree to keep secrets – be honest
- Do reassure the child that he or she is right to tell

React:

- Listen quietly, carefully and patiently
- Do not investigate, interrogate or decide if the child is telling the truth
- Don't ask leading questions, e.g. "What did he do next?" (This assumes he did).
- Do ask open questions like "Is there anything else that you want to tell me?"
- Do not criticise the alleged abuser; the child may love him/her and a reconciliation may be possible
- Do not ask the child to repeat what they have told you to another member of staff. Explain what you have to do next and whom you have to talk to.
- Share the information

Record and report:

- Report the disclosure as soon as possible to Helen Cook, the Designated Safeguarding Lead, or to Wendy Kent or Lydia Wallis or Robin Collings. If they are not available, speak to another senior member of staff
- Make some very brief notes at the time and write them up in detail as soon as possible
- Do not destroy your original notes in case they are required by court
- Record the date, time, place, words used by the child and how the child appeared to you – be specific. Record the actual words used, including any swear words or slang
- Draw a diagram to indicate the position of any marks
- Record statements and observable things, not your interpretations or assumptions – keep it factual
- Do not assume anything – don't speculate or jump to conclusions
- Ultimately, information should be recorded in our **Initial Record of Concern** sheet (see appendix)

When you have reported the disclosure you have a responsibility to check what actions have been taken, but you do not need to know the details of what is happening. Raise any concerns with the Designated Safeguarding Lead, and if necessary with Children's Social Care or the NSPCC Helpline 0808 800 5000.

If an adult discloses to you their history of abuse, you need to consider if there are children now who may be at risk of continuing abuse. Tell the adult that you must seek advice from your Designated Safeguarding Lead, Children's Social Care and/or the Police.

Concerns about a child:

If a member of staff has concerns about a child, they will need to decide what action to take. Where possible, there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or Early Help services and should be made in accordance with the referral threshold set by the Kent Safeguarding Children's Board.

If it is believed that a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the Police immediately. Anyone can make a referral. Where referrals are not made by the DSL, they should be informed, as soon as possible, that a referral has been made.

In situations where a pupil is not at risk of suffering significant harm but is instead in need of additional support from one or more agencies (referred to as a 'child in need'), the DSL will still liaise with the local authority in accordance with inter agency procedures and, depending on their advice, will complete an Early Help (see also section 2) or similar

assessment form or engage with any other approach offered by the local authority (e.g. 'Team around the Child') to ensure assessment/referral of the pupil and/or his parents for appropriate social care services.

If there is room for doubt as to whether a referral should be made, the DSL will consult with the local authority on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay. If the initial referral is made by telephone, the DSL will confirm the referral in writing within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact the local authority again.

Harmful behaviour by other children

Children may be harmed by other children or young people. All staff should be aware of how peer on peer abuse may manifest itself: bullying (including cyber-bullying), gender-based violence or touching, sexual assaults and sexting are examples of this. The school seeks to minimise the risk of peer on peer abuse through: clear supervision of pupils and regular education on high standards of courtesy and respect expected in the language and behaviour of pupils to one another, whether online or in person.

All staff should be clear that 'abuse is abuse' and will never be tolerated; 'banter' is not an acceptable vehicle for unkindness or abusive behaviour towards others. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a child's (or children's) behaviour warrants a response under child protection rather than anti-bullying procedures.

All such instances must be reported to the DSL and will be dealt with in accordance with the procedures above. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the DSL will refer the abuse to external agencies, including, as necessary, the police, and local services in accordance with the procedures in this policy. A pupil (or pupils) against whom an allegation of abuse has been made may be suspended from the School during the investigation.

The School will take advice from the local authority on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the local authority, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

The victim of peer on peer abuse will be given strong support, in co-ordination with their family, using external experts where appropriate. The management of children and young people with harmful behaviour (including sexually harmful behaviour) can be complex and the School will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator – i.e. all children involved will be treated as being “at risk”.

9. ALLEGATIONS AGAINST STAFF / WHISTLEBLOWING

What is an allegation?

Where it is alleged that a teacher or member of staff (including a volunteer) in a school 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
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

9.1 The school will act in accordance with the government guidelines Dealing with allegations of abuse against teachers and other staff (updated in March 2012). This can be found on the DfE website:

<https://www.gov.uk/government/publications/allegations-of-abuse-against-teachers-and-non-teaching-staff>

If any allegation against staff is made, the LADO will always be contacted for advice in the first instance.

Suspension of a member of staff is not the default option when an allegation is made. An individual will be suspended where there is no reasonable alternative. Suspension is a neutral act pending a full investigation in conjunction with external agencies as appropriate. This should be completed in line with the school's Employment Policy.

9.2 All allegations will be dealt with by the DSL, however the Headmaster will be kept informed. If an allegation is made against the DSL or the Headmaster this should be referred immediately to the Chair of Governors, Mrs Janette Berry.

- 9.3 In the case of serious harm, the police should be informed from the outset. Procedures need to be applied with common sense and judgement. Discussions should be recorded in writing, and communication with both the individual and the parents of the child/children agreed. The school must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The views of the Designated Officers “DO” and compliance with Employee policy will be crucial in a decision about suspension. The school should make every effort to maintain confidentiality and guard against unwanted publicity.
- 9.4 Allegations found to be malicious should be removed from personal records, and appropriate action taken with the child concerned and his / her family. Records must be kept of all other allegations. Any that are unfounded, unsubstantiated, or malicious should not be referred to in employer references.
- 9.5 When an employee has left the school, we recognise and accept the requirement to report to the DBS and the Charities Commission, within one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because s/he is considered unsuitable to work with children. Consideration will also be given as to whether Ofsted should be notified. If this is the case, this must be done within 14 working days.
- 9.6 The School will also consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned). A prohibition order may be appropriate, in the case where behaviour is considered: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Further guidance is published on the NCTL website.
- 9.7 Whistleblowing procedures are covered in the Prep’s employee manual. Where a staff member feels unable to raise an issue through this method or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. General guidance can be found on the NSPCC website. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

10 RECORDS

- 10.1 Students with safeguarding issues have separate files as well as records kept within the main school file. The safeguarding file is kept in a locked cabinet within the Pre-Prep building and a back-up copy is kept in a secure Safeguarding directory on the school computer system, in case of fire or theft.

- 10.2 The school meets the requirements that any weaknesses or discrepancies in Safeguarding which may occur from time to time is brought to the attention of the Safeguarding Officers or the SMT and rectified without delay.
- 10.3 Case conference records are confidential and the school ensures the safekeeping of such records and of other documents for individual cases and the eventual secure destruction of such records. Information given at case conferences will not be disclosed without the prior permission of the person who originally supplied the information. The Education (Schools Records) Regulations 1989 exempt any information relating to actual, alleged or suspected child abuse from the requirements of disclosure. When a pupil transfers school, all relevant concerns and/or records are forwarded.
- 10.4 All staff are required to record accurately any information that may be required in respect of safeguarding. If a child discloses, the precise information is recorded as soon as possible, with date, event, action taken, and the record signed and dated. We recognise and distinguish between fact, observation, allegation and opinion.
- 10.5 All staff records are passed to the DSL for storage and action and these records are then backed up with the Head Master (if appropriate) / Bursar. Records are not kept in the child's normal record file but in a separate secure place. In cases of alleged child abuse which come to court, safeguarding records may be required by the court.

11. CRUCIAL CONTACTS AND WEBLINKS

Kent Safeguarding Children Board:	Room 2.04 Sessions House County Hall Maidstone ME14 1XQ Email: kscb@kent.gov.uk Tel: 03000 421126 Fax: 03000 420234
KCC Principal Safeguarding Officer:	Claire Ray Sessions House, County Hall, Maidstone ME14 1XQ Tel: 03000 415 788 Mobile: 07920 108 828 Email: claire.ray@kent.gov.uk
North Kent Area Safeguarding: Advisor (Education)	Lorrisa Webber KCC, 30 Kings Hill Avenue, Kings Hill ME19 4AE Tel: 03000 412 445 Mobile: 07740 183 798 Email: lorrisa.webber@kent.gov.uk
Urgent Child Protection	Central Duty Team Tel: 03000 41 11 11 (daytime) Tel: 03000 41 91 91 (OUT OF HOURS)
Designated Safeguarding Governor	Mrs Janette Berry Mobile: 07977 497 324 Email: jan.berry@theprep.org.uk
Designated Safeguarding Lead	Mrs Helen Cook Tel: 01732 762 336 Mobile: 07886 502 979 Email: helen.cook@theprep.org.uk
Chair of Governors	Mrs Jan Berry Tel: 01732 353 166 Email: jan.berry@theprep.org.uk
School Nurse	Mrs Davina Vincent Tel: 01732 762 336 Email: davina.vincent@theprep.org.uk

Social Services

Tel: 03000 411 400

Inter-agency referral forms for Child in Need and Child Protection referrals should be emailed to centraldutyteam@kent.gcsx.gov.uk or central.duty@kent.gov.uk.

PREVENT

DfE dedicated Helpline

Tel: 0207 340 7264**Email:** counter-extremism@education.gsi.gov.uk

NSPCC (Head office)

Tel: 0207 825 2500

NSPCC Childline

Tel: 0800 1111

NSPCC Adult Helpline

Tel: 0808 800 5000Disclosure & Barring Service
(DBS)

PO Box 110, Liverpool L9 3JD

Tel: 0870 9090811**Email:** customer.services@dbs.gsi.gov.uk

School agency link for DBS

Atlantic Data Ltd.

PO Box 5531,

Milton Keynes MK7 6YD

Tel: 08718 727800**Website:** www.diclosures.co.uk**Working Together to Safeguard Children (March 2015) (WTSC):**

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/
Working_Together_to_Safeguard_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

Keeping Children Safe in Education (September 2016) (KCSIE):

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/
Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf)

What To Do If You're Worried A Child Is Being Abused (March 2015):

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/
What_to_do_if_you_re_worried_a_child_is_being_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Prevent Duty:

<https://www.elearning.prevent.homeoffice.gov.uk>

Keeping Children Safe in Education (KCSIE):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

Female Genital Mutilation:

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Appendices to Safeguarding Policy:

- Appendix 1 - Staff Guidelines and briefing
- Appendix 2 - Female Genital Mutilation (FGM)
- Appendix 3 - Signs of radicalisation / Prevent Duty
- Appendix 4 - Allegations against a member of Staff
- Appendix 5 - Missing Children/ unexplained absences
- Appendix 6 - Appropriate conduct with pupils
- Appendix 7 - Physical Restraint
- Appendix 8 - Staff Suitability Self-Declaration Form
- Appendix 9 - Child Sexual exploitation (CSE)
- Appendix 10 - Bullying and Cyberbullying / Online Safety
- Appendix 11 - Sexting
- Appendix 12 - Pupils off site
- Appendix 13 - Looked after children
- Appendix 14 - Children with disabilities / SEN

This policy is updated annually in compliance with legislation and good practice.

Reviewed by Designated Safeguarding Lead: Mrs Helen Cook

Signature:

Date:

Approved by Designated Safeguarding Governor: Mrs Janette Berry

Signature:

Date:

Updated: June 2017

Date for next Revision: June 2018

Appendix 1

Staff Guidelines and briefing

Procedures for dealing with abuse, determining if a child is 'in need' or 'at risk.'

Safeguarding is of paramount importance and is the responsibility of everyone.

What are the indicators of a potential Safeguarding issue?

DEFINITIONS OF ABUSE

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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. It may involve the neglect of/or unresponsiveness to a child's basic emotional needs. Neglect may involve the parent/carer failing to; provide adequate food, shelter and/or clothing, protect a child from physical harm or danger or ensure access to appropriate medical care or treatment.

PHYSICAL ABUSE

May involve; hitting, shaking, throwing, poisoning, burning/scalding, drowning or suffocation, feigning the symptoms of ill health in a child and/or deliberately causing the ill health of a child (known as factitious illness by proxy or Munchausen's Syndrome by proxy) or in any other way causing physical harm to a child.

SEXUAL ABUSE

Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include: physical contact, including penetrative acts (e.g. rape, buggery) non-penetrative acts such as: involving children in looking at, or in the production of pornographic material, watching sexual activities and encouraging children to behave in sexually inappropriate ways.

EMOTIONAL ABUSE

Is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on their emotional development.

It may involve conveying to children that they are; worthless, unloved, inadequate, loved only in so far as they meet another person's needs. It may also feature: age or developmentally inappropriate expectations being imposed, the corruption of children.

NB. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

These categories do not tie in exactly with legal definitions of 'significant harm' which may be used in Court proceedings. e.g. 'sexual abuse' is not defined in the Children Act. Where there is a difference in interpretation, the Courts' definition will be used.

Symptoms:

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- Repeated minor injuries
- Children who are dirty, smelly, poorly clothed or who appear underfed
- Children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- An air of 'detachment' or 'don't care' attitude
- Overly compliant behaviour
- A 'watchful attitude'
- Sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- A child who is reluctant to go home, or is kept away from school for no apparent reason
- Does not trust adults, particularly those who are close
- 'Tummy pains' with no medical reason
- Eating problems, including over-eating, loss of appetite
- Disturbed sleep, nightmares, bed wetting
- Running away from home, suicide attempts
- Self-inflicted wounds
- Reverting to younger behaviour
- Depression, withdrawal
- Relationships between child and adults which are secretive and exclude others
- Pregnancy

Some points to consider:

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

- Many forms of abuse have no physical symptoms.
- The diagnosis for abuse is difficult – even for experts
- To delay reporting the suspicion of abuse could be disastrous.
- Serious bullying should be treated as a safeguarding issue that is abuse of one pupil by another, when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.
- Children growing up in a home where there is domestic violence or living with parents or carers involved in serious drug or alcohol abuse are also at risk.

A member of staff only requires reasonable cause for concern, in line with the training they have received, regarding potential child abuse in order to act. Arriving at the point where information and its interpretation give reasonable cause for concern depends upon the

source of information. If the information comes from the child then the teacher should act immediately by taking their concerns to the Designated Safeguarding Officers.

Once there are reasonable grounds to suspect child abuse or non-accidental injury, teachers must not contact the parents directly on the matter. In such cases it is the responsibility of the Designated Safeguarding Officers to notify the Designated Officer within twenty-four hours. When there are reasonable grounds to suspect child abuse, non-accidental injury, a child is 'in need' or 'at risk' then the following procedure must be implemented immediately:

- Listen and stay calm.
- Treat the matter seriously.
- Do not promise confidentiality – explain that if a child is at risk you need to pass the information on.
- Do not seek to discover more details, avoid asking leading questions.

Subsequent to child disclosure:

- Record the time and date of the conversation and as many details as you can remember.
- Note down the child's own words as far as possible.
- If the child indicates parts of the body – make a rough sketch to aid recording with greater detail.
- Tell the Designated Safeguarding Lead immediately (unless the allegation is made against a member of staff, in which case follow the procedure below).

If an allegation is made against a member of staff, including the Designated Safeguarding Lead, the matter must be reported to the Headmaster. If an allegation is made against the Headmaster or any governor, the matter is dealt with by the Safeguarding Governor. If the allegation is against the Safeguarding Governor, the Head Master will deal with the matter along with the DSL.

- Allegations against anyone working at the school must be referred to the DO within 24 hours.

Where the child is considered 'in need' cases should be referred to Children's Social Care (see contacts) by the Designated Safeguarding Lead.

Where the child is considered 'at risk' cases should be referred to Children's Social Care by the Designated Safeguarding Lead, **immediately**.

It should be noted that whilst referrals would usually be handled by the Designated Safeguarding Officers, **anyone** can make a referral to Children's Social Care.

If a crime, or suspected crime has been committed, the matter should be reported to the Police without delay.

Appendix 2

Female Genital Mutilation (FGM)

FGM is a form of child abuse and is illegal in the UK.

For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris.

FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia.

FGM is practiced by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman.

FGM constitutes a form of child abuse and violence against women and girls, and has severe short term and long-term physical and psychological consequences.

DEFINITION

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for nonmedical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The practice causes severe pain and has several immediate and long term health consequences, including difficulties in child birth also causing dangers to the child.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs that FGM may be about to take place, or may have already taken include:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.
- Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM.
- UK communities that are most at risk of FGM include; Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However, women from non-

African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.

- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.

If a member of staff, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 they must report it to the police.

Further information on FGM can be found in the UK Government document: Multi Agency Practice Guidelines – Female Genital Mutilation

A copy of which is stored in the Staff Area (Policy section) or found online at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

A copy can also be obtained from the Designated Safeguarding Lead.

The Serious Crime Act 2015 introduced a new duty on teachers, social workers and healthcare professionals to report to the police known cases of female genital mutilation (FGM) involving victims aged under 18. This is unless the teacher has good reasons not to, they should still consider and discuss such a case with the DSL and involve children's social care as appropriate.

Procedural information and advice about this duty can be found at:

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

Concerns around FGM should first be reported to the Designated Safeguarding Lead or directly to the Police.

Telephone: 101

Appendix 3

Signs of radicalisation / PREVENT Duty

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.

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

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

As with managing other safeguarding risks, staff and parents should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. Sevenoaks Prep's responsibilities under the Prevent Duty involve four general themes, namely risk assessment, working in partnership, staff training and IT policies, and include the following:

- Assessing the risk of pupils being drawn into terrorism, including extremist ideologies
- Continuing to work in partnership with local authorities
- Assessing the need for staff training
- Ensuring the DSL undertakes Prevent awareness training
- Ensuring that suitable filtering and monitoring is in place on school internet, and that school IT training for pupils and staff includes the risks of radicalisation and the dangers of extremism.

Further information can be found by following the link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf

All staff up until June 2017 were required to complete the online Channel General Awareness and must present their certificate to show they have undertaken the training. From July 2017, all staff will complete the Home Office Prevent Training, using the link below. All staff will be asked to repeat their awareness training in September 2017.

<https://www.elearning.prevent.homeoffice.gov.uk/>

PREVENT DfE dedicated Helpline

Tel: 0207 340 7264

Email: counter.extremism@education.gov.uk

Appendix 4

Allegations against a member of staff

It is expected that all staff and Governors involved in the management of allegations of abuse made against a member of staff or volunteer or former member of staff or volunteer will comply at all times with DfE statutory guidance contained within the document: Keeping Children Safe in Education (2016).

School staff, because of their daily contact with children in a variety of situations including the wider caring role, are particularly vulnerable to accusations of abuse. Their relationships with pupils may lead to allegations being made against them by pupils or adults with parental responsibilities. In any such case, these procedures need to be applied with common sense and judgement; a quick response and resolution is a priority.

The School's procedures for dealing with allegations made against staff or volunteers or former staff or volunteers will be used where the member of staff or volunteer is alleged to have:

- 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 he or she would pose a risk of harm if they work regularly or closely with children.

This procedure relates to members of staff who are currently working in the School regardless of whether the School is where the abuse is alleged to have taken place. Allegations against former members of staff or volunteers who are no longer working at the School will be referred to the DO, or, in an emergency to the police. If an allegation is made against a member of staff or volunteer, the School's priority will be to achieve a quick resolution of that allegation in a fair and consistent way that provides effective protection for any child involved and at the same time supports the person who is the subject of the allegation.

All such allegations must be dealt with as a priority without delay.

All staff are informed as part of their training that any member of staff can make a referral, as specified in KCSIE (2016). In practice, given the experience and working relationship established between the Designated Safeguarding Lead and the local authorities, it is almost always likely to be preferable for the Designated Safeguarding Lead to make the referral.

The following definitions are to be used when determining the outcome of allegation investigations:

- a. Substantiated: there is sufficient evidence to prove the allegation;
- b. False: there is sufficient evidence to disprove the allegation;

c. Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

d. Unsubstantiated: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation.

The term, therefore, does not imply guilt or innocence. The procedures to be followed in all such cases are outlined in Part 4 of KCSIE.

Reporting an allegation against staff or volunteers.

All allegations, complaints, concerns or suspicions against staff or volunteers, should be reported to the Head / DSL. In the absence of the Head Master, it should be reported to one of the safeguarding officers and the Chair of Governors, unless that person is the subject of the concern.

All allegations, complaints, concerns or suspicions about the Chair of Governors should be reported to the LADO without the Chair of Governors being informed. The LADO may choose to appoint a 'case manager'. The Head or Chair of Governors will decide whether or not to inform the LADO based on the established statutory criteria for such a referral.

The LADO will be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria and the LADO may consult the Police and Children's Services as appropriate. In borderline cases, or where there is room for doubt as to whether to make a referral, the case manager will still consult the LADO informally for advice before any investigation takes place and within one working day. The LADO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children.

There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. No investigation will be undertaken into allegations without prior consultation with the LADO so as not to jeopardise statutory investigations.

Borderline cases will be discussed informally with the LADO without naming the school or individual until the LADO has advised whether a referral is required. Any allegations not meeting the criteria will be dealt with in accordance with Kent Safeguarding Children Board's procedures.

All such cases will be handled within the School without delay. All discussions with the LADO will be recorded in writing. In a strategy discussion or the initial evaluation of the case, the case manager should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim(s). The initial sharing of information and evaluation by the appropriate agencies may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this

decision and a justification for it should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

Where, following investigations, allegations are deemed to be malicious, this may result in possible action against pupils or those making the allegations. In such cases, all notes regarding the allegations will be removed from the personnel records of the subject of the allegation. We note the restrictions from October 2012 on the reporting or publishing allegations against teachers. Every effort will be made to maintain confidentiality and guard against unwanted publicity up to the point where the accused person is charged with an offence of the DfE /NCTL publish information about an investigation or decision in a disciplinary case.

You should also have the following in mind:

- If you cannot find the Designated Safeguarding Lead, report the matter to the Deputy Safeguarding Officer or Second Master.
- Remember the rules of confidentiality and only speak to the people specified in this policy about the situation.
- If you have been upset / distressed, please speak to a member of the Senior Management Team who will work with you to seek professional advice / counselling.
- If the accusations are against a colleague, please follow the same procedures. Remember the allegations may be true and the pupil needs protection. It may also be untrue, in which case a colleague should have the right to clear their name.
- All information should be treated in the strictest confidence.

Appendix 5**Missing children / unexplained absences**

A child going missing from an education setting is a potential indicator of abuse and neglect. Staff are meticulous in recording children's absences and the reasons for them. If a child is absent without explanation, the school will make a 'phone call to the home. Where this may happen on repeated occasions refer to the Attendance procedures. Inform the local authority if a child is to be removed from the admission register where they are being home-schooled; where they have been certified to be medically unfit for school, but neither the pupil nor the parent(s) have indicated an intention to return to school. Any member of staff is entitled to make a referral to external agencies, should they feel that a child is 'in need' or 'at risk.' It is vital that information be shared quickly; pupils we are concerned about should receive the right help at the right time. Any potential risks should be addressed, and issues should be prevented from escalating.

Case conferences and core group meetings

- If there is a Child Protection Case Conference involving a Sevenoaks Prep pupil, it is generally the duty of the DSL to attend.
- If a child's name is placed on the 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. Where no registration has taken place, the school may be asked to monitor.

Appendix 6

Appropriate conduct with pupils

Staff must be aware of appropriate conduct with pupils in order to avoid allegations and misunderstandings:

- Use caution and judgement in any physical contact with pupils.
- Avoid being alone with a pupil. Where this is necessary take appropriate steps to mitigate the situations e.g. leave doors open, report timetabled meetings to line manager.
- Do not allow pupils into your car unless agreed with other members of staff/parents for the benefit of the child.
- Do not give pupils personal contact details (e.g. mobile phone numbers or personal email addresses).
- Avoid social networking with pupils.
- If you feel you have been inadvertently drawn into a situation which could be regarded as suspect, inform your line manager or the Designated Safeguarding Lead and record the circumstances.
- Be aware of policies in the employee manual.

If you need to be alone with a child, be aware of situations which may be misconstrued or manipulated by others. For example, if a teacher is alone with a child in the classroom or elsewhere, he/she is open to the possibility of allegations about his/her behaviour.

- Where you have to be alone with a child, it is good practice to ensure that others are within sight or earshot
- Where possible, a gap or barrier should be maintained between teacher and child at all times
- Any physical contact should be the minimum required for care, instruction or restraint. Be aware that physically touching a child can be misconstrued by an observer or even by the child. It is not illegal to touch a pupil. There are occasions when physical contact with a pupil is proper and necessary, for example:
 - Holding the hand of a young child at the front/back of the line when going to assembly or when walking together around the school
 - When comforting a distressed pupil;
 - When a pupil is being congratulated or praised;
 - To demonstrate how to use a musical instrument;
 - To demonstrate exercises or techniques during PE lessons or sports coaching
 - To give first aid.
- Do not invite children to your home, unless they are accompanied by their parents
- Any photographs of pupils taken on a privately owned camera should be downloaded and stored securely on the school network, and then deleted from the camera before it is taken off site.

- Do not use your mobile phone to take pictures of pupils.
- Ensure your mobile phone / computer / tablet does not hold any inappropriate or illegal content.
- Do not give personal mobile phone numbers to pupils.
- Do not communicate with pupils via text messages, websites, social media (e.g. Facebook and Instagram) or e-mail. Email should only be used for work-related situations, e.g. a pupil sending in homework, using school e-mail accounts.
- Websites and materials accessed in school must be appropriate to work in school.
- Staff accessing pornographic or unsuitable websites will be regarded as having committed gross professional misconduct which may lead to dismissal.
- Do not swear or use sexual innuendo.
- Staff should not be under the influence of drink, drugs or any substance.
- Staff who are on medication which might affect their well-being or ability to teach, should seek a doctor's advice regarding their suitability for teaching.
- Staff who need to bring their personal medication on to the school premises should ensure that it is placed in a secure place, and is not accessible to pupils.
- Staff must never hit or otherwise physically abuse or physically assault children.
- Staff must not subject pupils to ridicule, humiliation or verbal bullying.

Appendix 7

Physical Restraint

Sevenoaks Prep School follows the DfE advice in Use of Reasonable Force (March 2014).

Physical restraint is permissible:

- to prevent pupils from hurting themselves or others
- to prevent pupils from damaging property
- to prevent pupils from causing disorder

ANY INSTANCE OF PHYSICAL RESTRAINT MUST BE REPORTED AND RECORDED.

All staff, or adults who have been placed in charge of children, have a legal right to use reasonable force, i.e. to control or restrain.

Force may be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil from behaving in a way that disrupts a school event, trip or visit
- prevent a pupil from attacking a member of staff or another pupil
- restrain a pupil from harming himself

Force cannot be used as a punishment. It is unlawful.

Failure to follow these instructions will put staff at risk of allegations and may in some circumstances lead to disciplinary action.

Please refer to the staff contract or employee manual for the school's disciplinary procedures.

Appendix 8**Staff Suitability Self-Declaration Form**

SEVENOAKS
PREPARATORY SCHOOL

Staff Suitability Self-Declaration Form

This form is to be completed by all staff as part of pre-employment checks before employment. All staff are required to complete this form [timescale e.g. annually].

Full Name: _____

Address: _____

Please respond to the questions listed below and sign the declaration to confirm that you are safe to work with children. If you are unable to meet any of the following aspects, please disclose this immediately to [the Head/Bursar/your line manager]. Please tick yes or no against each point.

Have you been cautioned, subject to a court order, bound over, received a reprimand or warning or been found guilty of committing any offence since the date of your most recent enhanced DBS disclosure?	Yes	No
Have you been cautioned, subject to a court order, bound over, received a reprimand or warning or been found guilty of committing any offence either before or during your employment at this school?	Yes	No

• Are you 'Disqualified from Caring for Children'?	Yes	No
• Have you committed any offences against a child?	Yes	No
• Have you committed any offences against an adult (e.g. Rape, murder, indecent assault, actual bodily harm, etc.)?	Yes	No
• Have you been barred from working with children (DBS)?	Yes	No
• Are you living with someone who has been barred from working with children (DBS)?	Yes	No

• Are you living in the same household as someone who has been disqualified from working with children under the Childcare Act 2006?	Yes	No
• Have your own children been taken into care?	Yes	No
• Have/Are your own children the subject of a child protection order?	Yes	No

If you have answered 'yes' to any of the above, please provide further information below:

I understand my responsibility to safeguard children, and I am aware that I must notify [my manager] immediately of anything that may affect my suitability to work with children.

I will ensure that I notify my employer immediately of any convictions, cautions, court orders, reprimands or warnings I may receive.

I confirm that I am not living with a person who has been disqualified from working with children.

I will ensure that I notify my employer immediately if I live with a person who has been disqualified from working with children.

Signed

Date

{Line Manager signature}

Date

Please record follow-on action taken, where relevant.

Signed

Date action taken

Appendix 9

Child sexual exploitation (CSE)

Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Official definition of child sexual exploitation (CSE)

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Child sexual exploitation is a hidden crime. Young people often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening.

It can involve violent, humiliating and degrading sexual assaults, including oral and anal rape. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Child sexual exploitation doesn't always involve physical contact and can happen online.

Child sexual abuse online

When sexual exploitation happens online, young people may be persuaded, or forced, to:

- send or post sexually explicit images of themselves
- take part in sexual activities via a webcam or smartphone
- have sexual conversations by text or online.

Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in other sexual activity.

Images or videos may continue to be shared long after the sexual abuse has stopped.

Child sexual exploitation in gangs

Sexual exploitation is used in gangs to:

- exert power and control over members
- initiate young people into the gang
- exchange sexual activity for status or protection
- entrap rival gang members by exploiting girls and young women
- inflict sexual assault as a weapon in conflict.

Girls and young women are frequently forced into sexual activity by gang members. The majority of sexual exploitation within gangs is committed by teenage boys and men in their twenties.

Who sexually exploits children and young people?

We don't know a great deal about who commits child sexual exploitation. Identifying abusers is difficult because:

- data often isn't recorded or is inconsistent or incomplete
- children and young people often only know their abuser by an alias, nickname or appearance
- victims may be passed between abusers and assaulted by multiple perpetrators
- children and young people are often moved from location to location and abused in each place
- young people may be given alcohol or drugs

The number of known perpetrators is likely to be far higher than those reported.

People who sexually exploit children are often described as highly manipulative individuals. They exert power over young people through physical violence, emotional blackmail or financial pressure, for example holding them in debt.

To maintain control or to distance children and young people from those who may be able to protect them, abusers create or exploit weaknesses such as:

- being isolated/distant from friends and family
- disengagement from services such as education or health
- challenging or criminal behaviour

Gender, age and ethnicity of perpetrators

The Children's Commissioner's study found that:

- 72% of abusers were male
- 10% of abusers were female
- in 18% of cases gender wasn't disclosed

The evidence indicated that the age range of abusers was from 12 to 75 years.

Where ethnic group was recorded, the majority of perpetrators were White and the second largest group was Asian.

Child sexual exploitation committed by children and young people

In 2012 Barnardo's reported an increase in sexual exploitation by peers in eight of their services. They found young people were sexually exploiting peers either directly by sexually abusing victims themselves or indirectly by introducing children and young people to abusers.

The Children's Commissioner Inquiry found that of the 2,409 victims reported to them, 155 were also identified as perpetrators of child sexual exploitation.

According to the Child Exploitation and Online Protection Centre (CEOP), perpetrators can use one victim to gain access to others, asking victims to bring their friends along to pre-arranged meetings or 'parties'. In some cases, if victims try to break free, the perpetrator will use their peers to draw them back in.

Appendix 10

Bullying and Cyberbullying / Online

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

As a school we recognise that children are capable of abusing their peers. We are keen to minimise the risk of peer on peer abuse and ensure that allegations of peer on peer abuse are investigated, logged and dealt with.

Peer on peer abuse can take many different forms, but should never be tolerated or passed off as “banter” or “part of growing up”. We are keen to ensure that victims of peer on peer abuse will be supported.

Bullying includes:

- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- [emotional abuse](#), such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls
- online or cyberbullying

Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos.

Children may know who's bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. It's easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour.

Cyberbullying can happen at any time or anywhere - a child can be bullied when they are alone in their bedroom - so it can feel like there's no escape.

Cyberbullying includes:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- 'trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging young people to [self-harm](#)

- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

Online safety – filtering

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As a school we are committed to ensuring appropriate filters and appropriate monitoring systems are in place.

However, whilst it is essential that appropriate filters and monitoring systems are in place; we are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

It is important that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), and through sex and relationship education (SRE).

Appendix 11

Sexting

'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

Young people may also call it:

- Cybersex
- Sending a nudie, picture or selfie

'Sexting' is an increasingly common activity among children and young people, where they share inappropriate or explicit images online or through mobile phones. It can also refer to written messages.

How common is sexting?

'Sexting' is more common than you may think, and has been found to be commonplace amongst children and young people.

Most young people do not see 'sexting' as a problem and are reluctant to talk to adults about it because they are afraid of being judged or having their phones taken away.

Young people may see 'sexting' as harmless activity but there are risks. Taking, sharing or receiving an image, even voluntarily, can have a long-lasting negative impact.

Important things about sexting to know / to share with young people:

- It is illegal

It may be common but 'sexting' is illegal. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission.

- **No control of images and how they are shared**

It's easy to send a photo or message but the sender has no control about how it's passed on.

When images are stored or shared online they become public. They can be deleted on social media or may only last a few seconds on apps like Snapchat, but images can still be saved or copied by others.

These images may never be completely removed and could be found in the future, for example when applying for jobs or university.

- **Vulnerable to blackmail, bullying and harm**

Young people may think 'sexting' is harmless but it can leave them vulnerable to:

Blackmail: an offender may threaten to share the pictures with the child's family and friends unless the child sends money or more images.

Bullying: if images are shared with their peers or in school, the child may be bullied.

Unwanted attention: images posted online can attract the attention of sex offenders, who know how to search for, collect and modify images.

Emotional distress: children can feel embarrassed and humiliated. If they are very distressed this could lead to suicide or self-harm.

Appendix 12**Pupils off-site**

The school obtains assurance that appropriate children checks and procedures apply to any staff employed by another organization and working with the pupils on another site. Where this is impractical, e.g. on some trips abroad staff from other organizations do not have unsupervised access to pupils. The school works with partner schools in exchanges to ensure that host families are appropriate.

Appendix 13**Looked After Children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. To that end, staff should have awareness of issues around safeguarding looked after children and where appropriate, be equipped with the skills, knowledge and understanding necessary to keep looked after children safe and to be aware of the legal status of a looked after child's care arrangements, including looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Appendix 14**Children with disabilities / SEN**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. It is important to note that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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