

INTRODUCTION

At Salesian College we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We facilitate a whole school approach to safeguarding and it underpins all relevant aspects of College process and policy development.

We make every effort to provide a safe and welcoming environment, by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of “it could happen here” where safeguarding is concerned.

The purpose of the Child Protection Policy Section 9.1 and Safeguarding Children Policy Section 9.2 is to provide staff, volunteers and governors with the framework they need, in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

The Governing Body, in conjunction with the Designated Safeguarding Lead and the Senior Leadership Team will undertake an annual review of the College’s Child Protection and Safeguarding policies, including an update and review of procedures and their implementation, in line with DfE, HSCP, HCC and any other relevant guidance.

RELATED POLICIES/DOCUMENTS

This policy sits alongside the Salesian College Safeguarding Policy, Section 9.2.

In addition, the following policies/documents should also be considered: 2.12 Code of Staff Conduct; 5.6 SEND and Learning Support Policy; 5.14 Substance Misuse; 5.16 Behaviour and Discipline; 5.18 Relationships and Sex Education Policy, 5.21 PSHE Education; 6.1 Educational Visits Policy; 7.1 Health, Safety and Welfare Policy; 9.1.1 Whistleblowing Policy; 9.3 Anti-Bullying Policy; 9.4 Safer Recruitment Policy; 9.5 Mental Health and Well-being Policy; 9.6 Supporting Students with Medical Conditions Policy; 9.7 e-safety Policy; 9.8 Data Protection Policy; 9.10 Mobile Phone Policy

RATIONALE

Where a child is suffering significant harm, or is likely to do so, immediate action should be taken to protect that child. We also recognise that the College has a duty of care to promote the welfare of children if in need of additional support, from one or more agencies, even if they are not suffering harm or are at immediate risk.

If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children’s social care immediately. Anybody can make a referral. If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

The Governors and staff fully recognise their moral and statutory responsibilities to safeguard and promote the welfare of all our pupils and the contribution they make to that end. We recognise that all staff have a full and active part to play in protecting our pupils from harm.

The Children Act 1989 (part 3, S17) defines a child to be “in need” if: he /she is unlikely to achieve or maintain or to have the opportunity of achieving or maintaining a reasonable standard of health or development without the provision of services by a local authority.”

All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

PRINCIPLES

Children have a right to feel secure and cannot learn effectively unless they do so.

All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

All staff have a key role in the prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account *contextual safeguarding*, in accordance with the guidance KCSiE 2021.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.

Whilst the College will work openly with parents as far as possible, it reserves the right to contact Children’s Social Care or the police, without notifying parents if this is believed to be in the child’s best interests.

AIMS

The aims of this Policy are to provide a framework:

- To support the child’s development in ways that will foster security, confidence and independence
- To raise the awareness of both teaching, non-teaching staff and Governors of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm or in need
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care Services
- To ensure that all adults within our school who have access to children have been checked as to their suitability
- To inform parents and guardians how we will safeguard their children whilst they are in our care
- To ensure consistent good practice across the school.
- To demonstrate our commitment to safeguarding children

REFERENCES & KEY LEGISLATION:

Children Act 1989, Section 17 (Children in Need); Section 47 (Child Protection – duty to investigate)

The Education Act 2002, Section 175 (Statutory responsibility for school staff to cooperate in safeguarding children)

The Children Act 2004, Every Child Matters (5 outcomes)

Safer Recruitment in Education 2007 (introduction of CRB checks, now DBS)

Disqualification under the Childcare Act 2006 (2015)

Counter Terrorism and Security Act 2015 and The Prevent Duty (DfE) 2015
FGM Act 2003 Mandatory Reporting Guidance (2016)
Working Together to Safeguard Children 2015 and 2018
September 2021 “Keeping Children Safe in Education (KCSiE)” (supercedes the 2020, 2019, 2018, 2016 and 2015 guidelines)
Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2021)
Independent Schools Inspectorate, Regulatory Requirements, September 2017
Hampshire Safeguarding Children Partnership protocols and guidance and their procedures

SAFER RECRUITMENT

It is vital that schools and colleges create a culture of safe recruitment and adopt recruitment procedures that help deter, reject or identify people who might abuse children. The College is committed to best practice in recruiting both academic and support staff. Details of the College Policy on Safer Recruitment may be found in Section 9.4 of the Staff Handbook.

CONFIDENTIALITY

We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the ‘Information Sharing Advice for Practitioners’ (DfE 2015) guidance
There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

Information will be shared with individuals within the school who ‘need to know’.

All staff are aware that they cannot promise a child to keep a disclosure confidential.

As a school we will educate and encourage pupils to keep safe through: A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

STAFF TRAINING

All staff working in the College have annual training in child protection safeguarding procedures and relevant legislation. This year, all staff attended a safeguarding session presented by Jean Holdcroft, safeguarding consultant, on the updates to KCSiE 2021.

In addition, in September of each year, all staff are made aware in a staff safeguarding presentation of the key updates in KCSiE. They are given access to the full document on DfE website, provided with the opportunity to ask questions and, following this, will sign to confirm they have attended the training and that they have read and understood the document.

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Full child protection/safeguarding training is provided every two years to all staff led by Hampshire Workforce. Separate training is provided to all new staff on appointment by the DSL as part of the new staff induction programme. The DSLs attend training at least every other year to enable them to fulfil their role.

RESPONDING TO A CHILD & RAISING A CONCERN

Guidance for staff on responding to a child and dealing with disclosures is contained with section 9.1.3

A referral form which is used to raise a concern can be found in Section 9.1.4. This should be passed to the DSL in the first instance.

REFERRAL PROCESS

Following any concerns raised, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached, or if it is not clear if the threshold is met, then the DSL will contact Children's Social Care and if appropriate the police. If the DSL (or DDSL) is not available or there are immediate concerns, the staff member will refer directly to Children's Social Care and the police if appropriate.

Generally, the DSL will inform the parents prior to making a referral. However, there are situations where this may not be possible or appropriate, particularly when informing parents/carers may place the child at further risk. See Section 9.1.3 for more details.

***N.B.** The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.*

Within this document:

Child protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

Child refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

SUPPORTING CHILDREN

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

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

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

OUR SCHOOL WILL SUPPORT ALL PUPILS BY:

- An Attendance Policy which ensures registration is accurate and consistent and that any patterns of non-attendance or concerns can be identified at any early stage and investigated
- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Care Services as soon as there is a significant concern
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school
- Ensuring all staff are aware of their duty to raise concerns, where they exist, about the attitudes or actions of colleagues
- Ensuring all staff (including support staff and other staff who have regular contact with pupils e.g. peripatetic music teachers) have undergone formal Basic Awareness Safeguarding/Child Protection Training organised by the College on a biennial basis
- Ensuring that any adult who has unaccompanied access to pupils has had formal DBS clearance from the Bursar's Office
- Ensuring that Safeguarding/Child Protection is a key component of the College's Induction Programme for all new staff
- Ensuring all staff have read at least Part One of the statutory guidance Keeping Children Safe in Education annually, as a refresher into roles and responsibilities.
- Formal child protection training for all staff and governors every two years and annual related safeguarding training.
- Creating an environment within the College where staff feel able to raise concerns and feel supported in their safeguarding role.

DESIGNATED STAFF

Our procedures for safeguarding children are in line with guidance from the Department for Education, Hampshire Safeguarding Children's Board (www3.hants.gov.uk/safeguarding-earlyyears) and Hampshire County Council procedures.

Designated Safeguarding Lead: Miss Alex Kent, Advanced Certificate in Safeguarding for Designated Safeguarding Leads (2020-2021)

Deputy Designated Safeguarding Lead: Mr Paul Dalgas, Advanced Certificate in Safeguarding for Designated Safeguarding Leads (2021-2022)

Deputy Designated Safeguarding Lead: Mr Chris Yates, Advanced Certificate in Safeguarding for Designated Safeguarding Leads (2021-2022)

Mrs Anne Nash, Governor, designated Governor responsibility for Safeguarding/Child Protection, Levels 1 & 2 Child Protection Qualification, Safer Recruitment Training Qualification

Mr Mark Chatterton, ex-Hampshire Constabulary, is the Support Governor, responsible for Safeguarding/Child Protection.

The Chair of Governors, will receive reports of allegations against the Headteacher and act on the behalf of the Governing Body

As an employer we comply with the “Disqualification under the childcare act 2006” guidance issued in February 2015.

The Designated Governor is responsible for liaising, in the case of allegations raised in relation to the Headmaster or a member of the Governing Body, with the Chair of Governors and the Hampshire Safeguarding Children’s Board.

LEADERSHIP AND MANAGEMENT

We recognise that staff anxiety around child protection can compromise good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

In this College, any individual can contact the Designated Safeguarding Leads (DSL) if they have concerns about a young person.

ROLES AND RESPONSIBILITIES WITHIN SALESIAN COLLEGE

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Include in the curriculum opportunities for PSHE which equip children with the skills they need to assess and manage risk appropriately, stay safe from harm and to know to whom they should turn for help
- Ensure that particular attention is paid to practices and education to help children adjust their behaviour in order to reduce risks, including the safe use of electronic equipment and access to the internet.
- Act immediately on concerns about a child’s welfare, whether or not information about this abuse has been communicated directly by the victim, as children may not find it easy to tell staff about their abuse.

STAFF RESPONSIBILITIES

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.

- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately then the deputy DSL or Headmaster should be informed
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSLs are not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Hampshire Safeguarding Children Board and take account of guidance issued by the DfE.
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the DSL of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help, and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSLs are and know how to contact them.
- Have an awareness of the Child Protection Policies, the Safeguarding policies, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct) and procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Senior Management Team responsibilities:

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Ensure staff are alert to the various factors that can increase the need for early help
- Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings.
- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE), Hampshire Safeguarding Children Partnership (HSCP) and Hampshire County Council (HCC)

Governing Body responsibilities:

- Ensure the school has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a response to children who go missing from education.
- Ensure HSCB is informed in line with local requirements about the discharge of duties via the annual safeguarding audit
- Recruitment, selection and induction follows safer recruitment practice including all appropriate checks.
- The Headteacher deals with allegations against staff. The Chair of Governors deals with allegations against the Headteacher.

- A member of the Senior Leadership Team is appointed as Designated Safeguarding Lead (DSL) and has this recorded in their job description
- Staff have been trained appropriately and this is updated in line with guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay
- A nominated governor for safeguarding is identified

DESIGNATED SAFEGUARDING LEAD RESPONSIBILITIES

The Designated Safeguarding Lead is responsible for:

- Adhering to the national, Hampshire County Council (Hampshire Safeguarding Children's Partnership) and school procedures with regard to referring a child if there are concerns about possible abuse
- Keeping detailed and accurate written records of concerns about a child even if there is no need to make an immediate referral
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records
- Ensuring that an indication of further record-keeping is marked on the pupil records
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Social Services
- Ensure that the Headmaster is informed of any allegations made regarding a member of staff
- Ensure each member of staff has access to and understands the College's child protection policy and procedures, especially new and part time staff
- Making prompt contact with children's social care services where there are concerns that a child may be in need of help or is at risk of suspected abuse
- Working with the Local Authority Designated Officer in relation to allegations against someone working in the school and/or with the police if a criminal offence is suspected
- Developing effective links with relevant statutory and voluntary agencies
- Ensuring that the "Safeguarding Children Policy and Child Protection Policy are updated annually
- Keeps a full record of staff attendance at child protection training
- 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
- Understands the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the College may put in place to protect them
- Ensuring the College's policy is reviewed annually and the procedures and implementation are updated and reviewed regularly
- Ensure the Safeguarding Children Policy and Child Protection Policy are available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the College in this.
- Link with the local LSCB (Local Safeguarding Children Partnership) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. Consideration is given to a transition meeting prior to moving if the case is complex or on-going.
- Be aware of the training opportunities and briefings provided by HSCP to ensure staff are aware of the latest local guidance on safeguarding

- Develop, implement and review procedures in the school that enable the identification and reporting of all cases, or suspected cases, of abuse
- Ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide
- If a report is determined to be unsubstantiated, unfounded, false or malicious consider whether the child who has made the allegation is in need of help or may have been abused by someone else. If deliberately invented or malicious, the DSL, in consultation with the Heads of Year, should consider whether any disciplinary action is appropriate in line with the College's behaviour Policy.
- Meet any other expectations set out for DSLs in KCSiE 2021

KEY CONTACTS

Designated Safeguarding Leads

Dr John Toal 01252 893000

toalj@salesiancollege.com

Miss Alex Kent 01252 893000

kenta@salesiancollege.com

Designated Deputy Safeguarding Leads

Mr Paul Dalgas 01252 893000

dalgasp@salesian.hants.sch.uk

Mr Chris Yates 01252 893000

yatesc@salesian.hants.sch.uk

Hampshire County Council Children's Social Care Team – call Hantsdirect:

Monday to Thursday, 8.30am - 5.00pm

Friday, 8.30am - 4.30pm

0300 555 1384

Monday to Friday, 5.00pm - 9.00am and weekends

0300 555 1373

csprofessional@hants.gov.uk

Hampshire LSCB www.hampshiresafeguardingchildrenboard.org.uk

Local Authority Designated Officer (LADO)

Barbara Piddington – Barbara.piddington@hants.gov.uk; 01962 876364

Mark Blackwell – mark.blackwell@hants.gov.uk; 01962 876364

HCC Safeguarding Unit

01962 876364

Hampshire Child Protection Training – Workforce Development Team, **01962 718601**

Hampshire Police: **0845 045 4545**

Department of Health: Guidance on Safeguarding Children

NSPCC: **0800 800 5000**

Childline: **0800 1111**

Samaritans: **08457 909090 (national number)**

In their report to the duty officer from any of the above agencies the designated member of staff must:

- Provide the known factual information
- Any suspicions or allegations
- Whether or not there has been contact with the child's family
- Make a record of the conversation including time/date/information given/name of Social Services contact

If the designated member of staff feels unsure about whether a referral is necessary, they can telephone the Children's Social Care to discuss concerns. To do so will not constitute a child abuse referral and may well help to clarify the situation. The designated member of staff will confirm any referrals to Children's Social Care in writing using the appropriate referral form. Where there are doubts about involving the child's family the designated member of staff should clarify with Children's Social Care whether the parents should be told and if so, when and by whom.

The designated member of staff should report back to the member of staff to whom the disclosures were made or who raised concerns what has happened following the making of the report by that member of staff to him. If the member of staff does not receive this information they should be proactive in seeking it out.

If the member of staff has concerns that the disclosure or concerns have not been acted upon appropriately they should inform the Safeguarding Governor of the College or the Chair of Governors and/or may ultimately contact and make a referral to the Children's Services Department if they remain concerned.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always be intended to lead to help for the child at some point (KCSIE 2021).

DEFINITION: CHILD IN NEED (OF ADDITIONAL SUPPORT)

The definition of a 'child in need' is wide and it will embrace children in a diverse range of circumstances. The types of services that may help such children and their families will vary greatly according to their needs and circumstances.

An initial assessment may indicate that a child is a 'child in need' as defined by Section 17 of the Children Act 1989 (see page 1) but that there are no substantiated concerns that the child may be suffering, or is likely to suffer, significant harm. There may be sufficient information available on which to decide what services (if any) should be provided by whom according to an agreed plan.

On the other hand, a more in-depth assessment may be necessary in order to understand the child's needs and circumstances. In these circumstances, the Assessment Framework provides guidance on undertaking a core assessment which builds on the findings from the initial assessment and addresses the central or most important aspects of the needs of a child and the capacity of his or her parents or caregivers to respond appropriately to these needs within the wider family and community context. This core assessment can provide a sound evidence base for professional judgements on what types of services are most likely to bring about good outcomes for the child.

DEFINITION: CHILD SUFFERING SIGNIFICANT HARM, OR IS LIKELY TO DO SO

What is meant by "significant" in the phrase is that which is sufficiently serious to warrant a response by a statutory authority, irrespective of a family's consent. What is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare, or wellbeing. **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.**

**9.1.2: TYPES OF ABUSE AND NEGLECT
HAMPSHIRE SAFEGUARDING CHILDREN BOARD SEPTEMBER 2018 TAKEN
FROM: "WORKING TOGETHER TO SAFEGUARD CHILDREN: JULY 2018"**

WHAT IS ABUSE AND NEGLECT? DEFINITIONS.

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

EMOTIONAL ABUSE

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

SEXUAL ABUSE

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

PHYSICAL ABUSE

Physical abuse 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.

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- A. Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- B. Protect a child from physical and emotional harm or danger
- C. Ensure adequate supervision (including the use of inadequate care-givers)
- D. Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child protection plans may be recorded under any of the above categories.

DOMESTIC ABUSE IN HAMPSHIRE:

The safeguarding children board has determined the worth of recording when the main risk to children arises from the threat or presence of domestic abuse.

One of the following four categories of child protection plan should be used in circumstances when the conference judges that without the presence of domestic abuse the threshold for a child protection plan would not be met.

- Domestic abuse (sexual)
- Domestic abuse (physical)
- Domestic abuse (neglect)
- Domestic abuse (emotional)

PROCEDURE IN THE EVENT OF AN ALLEGATION OF ABUSE AGAINST A MEMBER OF STAFF OR VOLUNTEER IN A SCHOOL

CHILD PROTECTION PROCEDURE

We understand that a pupil, a parent or a member of staff may make an allegation concerning the practice or behaviour of a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headmaster or Designated Safeguarding Lead. The following procedure should be used:

Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school, or another adult who works with children has:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children**

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Headteacher as soon as possible
- If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governor as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.
- There may be situations when the Headteacher or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Headteacher or Chair of Governors they will contact the LADO (Local Authority Designated Officer) on 01962 876364 or child.protection@hants.gov.uk as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
- Inform the parents of the allegation unless there is a good reason not to

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to Children's Social Care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in chapter 4 of 'Keeping Children Safe in Education' (2021) and the HSCB procedures http://4lscb.proceduresonline.com/hampshire/p_alleg_against_staff.html.

Contact with the LADO should include discussing the allegation, considering the nature, content and context of the allegation and agreeing a course of action including any involvement of the Police. Discussions should be recorded in writing, and communication with both the individual and the parents of the child agreed. Nobody at the College should undertake their own investigations of allegations or disclosure of abuse without prior consultation with the LADO, so as not to compromise any statutory or Police investigations.

The College will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements will be put in place. The College will give due weight to the views of the LADO when making a decision about suspension.

If the allegation concerns a Governor, other than the Governor for Safeguarding/Child Protection, the allegation will be referred to the Governor for Safeguarding/Child Protection, and if it concerns that Governor, it will be referred to the Chair of Governors.

In the event of the school dispensing with a member of staff's services because of unsuitability to work with children, or would have done so had the individual not resigned, the school is obliged to promptly report these findings to the Disclosure and Barring Service.

Consideration will be given to making a referral to the Secretary of State (via the Teacher Regulation Agency) where a teacher has been dismissed, or would have been dismissed had he or she not resigned, and a prohibition order may be appropriate as a result of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or 'conviction at any time for a relevant offence'.

LOW LEVEL CONCERNS

Staff should be able to share any concerns – no matter how small – about their own or another member of staff's behaviour with the DSL. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold to be referred to the LADO. A low-level concern is any concern – no matter how small, that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Any member of staff who has a low-level concern about another member of staff should immediately report the concern to the Headteacher. If the concern is made against the Headteacher, the concern need to be raised with the Chair of Governor as soon as possible. This will allow for the College to help the individual to correct such behaviour at an early stage and provide for responsive, sensitive and proportionate handling of such concerns when they are raised. All staff should feel empowered to raise any low-level concerns about any other member of staff. If desired, these concerns will be kept anonymous as far as possible, except in circumstances where the staff member will need to be named (for example to carry out a fair disciplinary investigation).

These concerns will be recorded in writing, shared with the Headmaster and kept centrally and confidentially until such a time that the member of staff leaves the College. These concerns will **not** be included in references (unless they relate to issues which would normally be included in a reference, or has met the threshold for referral to the LADO and found to be substantiated).

On receiving a low-level concern, the DSL will:

- Record concerns in writing, including: The name of the individual sharing the low-level concern, and their role, the name of the individual about whom the concern is being raised, and their role within the organisation at the time the concern is raised, a brief context in which the low-level concern arose, and concise details. The record should be signed, timed and dated.
- Speak to the individual who is subject of the concern, no matter how low-level the concern.
- Investigate the concern in a sensitive and proportionate way, recording fairly if the individual has an opposing factual view of the incident.
- Consider if the concern is:
 - Consistent with the School's Code of Conduct
 - Constitutes a low-level concern

- Serious enough to consider a referral to the LADO, or meets the threshold of an allegation, including when put in context of previous low-level concerns raised about the individual.
- Consider carefully what action should be taken, following other School Policies and Procedures, for example those outlined in the Disciplinary Policy (2.25).
- Record any action taken and the outcome.

The Governing Body should review an anonymised sample of low-level concerns in order to ensure that these concerns have been responded to promptly and appropriately.

PEER ON PEER ABUSE

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSIE (2021)

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur in school or out of school, online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

We have a zero tolerance policy on sexual violence and sexual harassment. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

We will minimise the risk of peer on peer abuse by:

Prevention:

- Taking a whole school approach to safeguarding & child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence based content delivered through the curriculum.
- Engaging with specialist support and interventions.

If a concern is raised that there is an allegation of a pupil abusing another pupil within the school, the 'Peer on Peer Abuse' guidance will be followed, see 9.2.2

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- Refer the matter to the Headmaster or Designated Safeguarding Lead

BULLYING

Bullying can be very subtle and staff should be aware of problems that can arise with older pupils misusing their powers over younger pupils, pupils of the same age and a dominant character.

It is very rare that bullying constitutes abuse, but all serious cases of bullying must be referred to the Headmaster or the Deputy Headteacher before any action is taken. Depending on the seriousness of an abuse by one or more pupils against another pupil, the need may arise to refer such abuse to an external safeguarding agency. A case of serious bullying may be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Reference should be made to the school's Anti-Bullying Policy.

ANNUAL REVIEW

As a school, we review this policy at least annually in line with DfE, HSCP and HCC requirements and other relevant statutory guidance.

A Child Protection/Safeguarding update is presented to Governor sub-committees (Personnel, Health and Safety) three times a year with a full review of any changes, training and trends being presented in October every year in conjunction with the Child Protection and Safeguarding policies.

<i>POLICY CONTROL</i>	
<i>Author</i>	<i>Deputy Headteacher</i>
<i>SLT Approved Date</i>	<i>10 September 2021</i>
<i>Governors Approved Date</i>	<i>13 October 2021</i>
<i>Review schedule</i>	<i>Annual</i>
<i>Date of next review</i>	<i>September 2022</i>