



CHINTHURST SCHOOL
TRADITIONAL VALUES | MODERN TEACHING

Chinthurst Preparatory School

Safeguarding Policy

Including Early Years and Foundation Stage

This policy fully incorporates the recommendations of 'Keeping Children Safe in Education' as published by the Department for Education – September 2016

Reviewed by TB/SN/WB - September 2016

Reviewed by the Board of Governors – September 2016

Next review date – September 2017

Unless statutory guidance changes beforehand.

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Glossary of Terms

The following abbreviations and terms are used in this document:

DBS - Disclosure and Barring Service, the government agency that helps employers to make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children (previously called the Criminal Records Bureau, CRB)

Designated Governor Safeguarding Lead - The governor to whom the Board has assigned child safeguarding responsibility in addition to the Chair.

DSL - Designated Safeguarding Lead. The senior member of staff taking lead responsibility for child protection is the DSL (School), currently the Headmaster.

EYFS - Early Years Foundation Stage Framework, applicable to children under 5.

KCSIE - Keeping children safe in education, a Government statutory guidance document.

LADO - Local Authority Designated Officer: the Surrey Council official who manages child safeguarding, to whom safeguarding matters may be referred.

RV - A regular volunteer: persons helping within the School more than four days per calendar month within a regulated activity

SSCB - Surrey Safeguarding Children Board

1.1 – Persons accountable for safeguarding within Chinthurst School

1.1.1 - All staff at Chinthurst School have a responsibility to safeguard and protect the children in their care. However, overall Responsibility for safeguarding rests with The Chairman of The Governing Board, alongside the Governing Body; with the below persons accountable to the full Board.

1.1.2 –

Chairman of Governors: *Mrs. M Hulme (With overall responsibility – 07884116191)*

Direct Governors' Committee Responsible: *Education Sub Committee*

Designated Governor Safeguarding Lead: *Mrs L Page (07584093699)*

Designated Safeguarding Lead (School): *Mr S Neal (Head of Policy - 07595922762)*

Designated Safeguarding Lead (Nur & PP): *Miss M. Panayi (Head of EYFS - 07903347948)*

Designated Safeguarding Lead (Main School): *Mr T Button (Headmaster - 07720635982)*

Status & Review Cycle: *Statutory, Annual*

Next Review Date: *September 2017, unless statutory guidance changes beforehand.*

1.1.3 - Key Contacts

The Multi-Agency Safeguarding Hub (MASH) responds to initial enquiries about children, young people and adults. The MASH is based at Guildford Police Station and combines Children's Service social workers, Adult's Service social workers, and health and police staff.

If you have a concern about a child, young person or adult, please contact the Surrey MASH:

- Phone: **0300 470 9100**
- Email: mash@surreycc.gov.uk

Outside these hours please call our emergency duty team on 01483 517898

DFE advice and support about extremism

Telephone: 02073407264

Email: counter-extremism@education.gsi.gov.uk

Local Authority Designated Officer (LADO)

Telephone: 01372 833321

Email: LADO@surreycc.gov.uk

Forced Marriage Unit (including for advice about FGM)

Telephone: 020 7008 0151 Please contact Surrey police via 101 or if concerned for a child's immediate safety call 999

1.2 – Introduction

1.2.1 - This policy, which is applicable to all members of Chinthurst School, is for the safeguarding of all pupils, including those in the Early Years Foundation Stage Framework (EYFS). It is available on the Chinthurst School website, the staff share-point and in the School office.

1.2.2 – The policy has been developed in compliance with the Children Act 1989 and the Children Act 2004. It has regard to, and complies with, the following statutory guidance:

- Keeping children safe in education (Department for Education 2016)¹ (“KCSIE”)
- Working together to safeguard children (Department for Education 2015)²
- It also has regard to the Surrey Safeguarding Children Board (SSCB) Procedures Manual.³

1.2.3 – Safeguarding and promoting the welfare of children is defined in the statutory guidance as:

- protecting children from maltreatment;
- preventing impairment of children’s health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2.4 - Chinthurst School recognises that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern. This includes staff being involved in shaping policy and procedure. It is everyone’s responsibility to ensure children and young people grow up safe from harm and danger. Professionals, whose work brings them into contact with children and/or young people in whatever role or setting, have a duty to safeguard and promote their welfare. This means they have a duty to report any concern or allegations that come to their attention promptly, identifying and providing help at the earliest opportunity.⁴ All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child with their best interests at heart.

1.2.5 - KCSIE Part 1 requires each school and college to have a Designated Safeguarding Lead (DSL) who is to provide support to staff members to carry out their safeguarding duties and to liaise closely with other services such as children’s social care.

1.2.6 – At Chinthurst School, the Designated Governor Safeguarding Lead (Lisa Page) will ensure that there is a DSL responsible for Preparatory and a DSL responsible for Pre-Preparatory and Nursery. These leads are to report to the DSL (School), who coordinates

¹ Comprises statutory guidance issued under section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2010 and the Education (Non-Maintained Special Schools) (England) Regulations 2011.

https://www.gov.uk/government/uploads/.../KCSIE_September_2016.pdf

² https://www.gov.uk/.../Working_Together_to_Safeguard_Children.pdf

³ <http://sscb.proceduresonline.com/chapters/contents.html>

⁴ From ‘Working together to provide the best possible outcomes for children and young people in Surrey: http://www.surreycc.gov.uk/_data/assets/pdf_file/0003/80508/SSCB-Information-Leaflet-Feb-2016.pdf

their responsibilities and is in most instances the channel for liaison with external agencies. These current DSLs are listed on page 4. The DSLs knowledge and skills are updated regularly via training at least annually in accordance with national guidelines.

1.2.7 - Training will be given to the whole staff at least annually. This includes voluntary, part time, peripatetic staff & visiting tutors. Regular training forms part of school INSET & Induction procedures annually. This training will be in the form of the Surrey Safeguarding Children Board Programme: “What to do if you are worried about a child being abused 2015”⁵ including information about early help strategies. The training of these staff members, and where appropriate governors and volunteers, will aim to maintain their understanding of the signs and indicators of abuse. Participants will thoroughly understand the school safeguarding policy and the person(s) with whom they can discuss or action a concern. As part of their induction into the school, new members of staff will be given a copy of this policy, with the DSLs’ names clearly displayed; a copy of KCSIE Part 1 with Annex A, which must be read and understood, information on the Prevent strategy and the Chinthurst School staff handbook.

1.2.8 – In accordance with statutory guidance, all staff will also be required to complete The Prevent ‘Channel General Awareness Module’⁶ covering subjects such as terrorism and radicalisation, offered by the College of Policing. The Headmaster is the Designated Person for the school’s Prevent strategy.

1.2.9 - Each member of staff will be required to provide certificates of completion of the two aforementioned training programmes to be kept in their HR files. They will also sign a declaration of having read and understood the following documentation:

1. School Safeguarding Policy
2. School Anti-Bullying Policy
3. School Behaviour Policy

1.2.10 - The Designated Governor Safeguarding Lead is responsible for ensuring that the school has effective policies and procedures in place in accordance with KCSIE statutory guidance. This lead will report to the Chair of Governors who maintains overall responsibility for whole school safeguarding procedure.

1.3 – The aims of Chinthurst School’s Safeguarding Policy

The aims of this policy are: -

1.3.1 - To support each child’s development in ways that will foster security, confidence and independence.

1.3.2 - To provide an environment in which children and young people feel safe, secure, valued and respected. An environment where they feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

⁵ <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

⁶ http://course.ncalt.com/Channel_General_Awareness/01/index.html

1.3.3 - To raise the awareness of all teaching and support staff of the need to safeguard children, and of their responsibilities in identifying and reporting possible cases of abuse including extremism at the earliest opportunity (Reference Appendices 1 and 2)

1.3.4 - To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, provide early help support as soon as a problem emerges. Staff must be willing to contribute to multi agency assessments of need and support packages for those children.

1.3.5 - To emphasise the need for effective levels of communication between all members of staff, and outside of the school with all relevant authorities from whom advice is sought. We are committed to contributing to inter agency working.

1.3.6 - To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

1.3.7 - To develop and promote effective working relationships with other agencies, especially the Police and Social Care.

1.4 – Safe recruitment, checks and training

1.4.1 – Chinthurst School has a responsibility to ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance). A central record is to be kept for audit.

1.4.2 – It is the school’s policy to ensure that pupils are under the supervision of its own staff employed under the stated guidelines (Appendix 6). However, in the rare event that staff from other organisations are supervising our pupils, a DSL authorised by the DSL (School) will gain an assurance from said organisation that their staff have been recruited and checked as required. The school will ensure the suitability of adults working with children on school sites at any time be they direct employees, peripatetic tutors, volunteers or contractors.

1.4.3 – Alongside members of staff, the school undertakes to have a DBS check in place for all members of the Governing Body & any ‘Regular Volunteer’ (RV) workers. RV being defined by those helping within the school more than 4 days per calendar month within a regulated activity.

1.4.4 - All members of staff and volunteers are provided with child protection awareness information at induction, including a copy of the school safeguarding policy, with the DSLs names clearly displayed, a copy of KCSIE Part 1 which must be read and understood, information on the Prevent strategy, information about early help procedures and the staff handbook, so that they know who to discuss or action a concern with. This is also available on the school website www.chinthurstschool.co.uk and the staff ‘share-point’.

1.4.5 - All members of staff are to receive regular updates in e-safety and reporting concerns. They are required to be aware of the E-safety policy in conjunction with the effective implementation of the Safeguarding Policy and ‘Keeping Children Safe in Education’.

1.4.6 - All other staff, and where appropriate governors, have child protection awareness training, updated by the DSL every year, to maintain their understanding of the signs and indicators of abuse. Internal 'What if

1.4.7 - Community users organising activities for children are to be aware of the school's Safeguarding guidelines and procedures.

1.4.8 - All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding Policy on the school website - www.chinthurstschool.co.uk. Equally all parents/carers may obtain access to the safeguarding policy via the school office.

1.4.9 - The names and identities of the DSLs will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

1.4.10 - Chinthurst School will ensure that child protection concerns are referred to Children's Services and allegations against adults working in the school are referred to the LADO (please see Page 21 for contact details) for advice via a DSL in most instances, and that any member of staff found not suitable to work with children will be notified to the Disclosure & Barring Service for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation. The same procedure will apply to volunteers.

1.5 – The responsibility of the Governing Body and Designated Leads

1.5.1 - All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

1. The school has an effective Safeguarding Policy
2. The school operates safer recruitment procedures (Appendix 7)
3. The school has procedures for dealing with allegations of abuse against staff and pupils
4. Senior leaders have DSL responsibility
5. DSLs undertake interagency training and DSL training is kept up to date
6. All other staff have Safeguarding training at least annually
7. Any weaknesses in Child Protection procedures are remedied immediately
8. The Chair of Governors is the nominated Governor for allegations against the Headmaster (as stated in the schools Complaints Policy)
9. Safeguarding policies and procedures are reviewed annually or in immediate response to any published changes in regulations.

1.5.2 - The Governing Body alongside the SMT will ensure that all Staff and Governors have read and understand 'Keeping Children Safe In Education' Part 1, September 2016.⁷

⁷ Comprises statutory guidance issued under section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2010 and the Education (Non-Maintained Special Schools) (England) Regulations 2011.
https://www.gov.uk/government/uploads/.../KCSIE_September_2016.pdf

1.5.3 – The Headmaster, any DSLs who are involved in recruitment and at least one member of the governing body will also complete Safer Recruitment Training, to be renewed every 4 years.⁸

1.5.4 – The role of the DSL is threefold: (Refer to Appendix 5 for further detail). They are to:

1. Manage Referrals: via the LADO (please see Page 21 for contact details), Children's Services, DBS team, Police and the Head Teacher, informing him/her of any potential or ongoing enquiries. They are also to be an approachable contact point for all staff should they have any safety or safe guarding concerns.
2. Complete and provide training: All DSLs will successfully complete Modules 1, 2 & 3 through Surrey Safeguarding Children Board (SSCB), with the requirement to update their knowledge and skills via regular training at appropriate intervals, as and when required, but at least annually. They will also provide training to members of staff.
3. Raise awareness: The DSL will ensure that all policies / procedures are made available to all community members and constant reviews are undertaken, encompassing cross referencing with all recommendation or statutory requirement given by national or local authority.

1.5.5 – The responsibilities of the DSLs are stipulated in current KCSIE guidance, set out in Appendix 6. In keeping with the guidance, the following section delineates the basis on which Chinthurst School assigns its DSLs' responsibilities. Whilst every effort is made for this not to be the case, in the absence of a DSL within the school, responsibility passes to the Designated Governor Safeguarding Lead: -

The DSL (School) is responsible for the following matters, which may be undertaken by another DSL under direction:

- ensuring that all staff and governors have read the statutory guidance 'Keeping Children Safe In Education' Part 1
- providing staff with regular updates on e-safety and reporting as part of the effective implementation of KCSIE policy
- making all staff aware that they have many routes to demonstrate their concerns: although the DSL is usually the primary conduit, they may elect to consult anyone on the staff or indeed contact directly the Children's Services (see page 18)
- clearly advertising within the School community the names of the DSLs and a statement explaining the School's role in referring and monitoring cases of suspected abuse
- making parents and carers, and community users organising activities for children, aware of the existence of School KCSIE policy and their entitlement to obtain a copy of it via the School website or office
- ensuring the suitability of adults working with children on school sites at any time be they direct employees, peripatetic tutors, volunteers or contractors
- ensuring that a DBS check is in place for any regular volunteers (RVs), i.e. persons helping within the school more than four days per calendar month within a regulated activity
- organising child safeguarding induction and update training for all school staff

⁸ <https://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/>

- ensuring that School child safeguarding policies are reviewed regularly (at least annually) and that all guidance and statutory requirements of the government and local authority are incorporated into the School's policies
- leading and having responsibility for online safety within the school

The DSL (School) is responsible for the following matters which may not be delegated:

- managing referrals to the Surrey Local Authority Designated Officer (Elizabeth Pollard - **01372 833321**), Children's Services, DBS or the police in most instances.
- ensuring that any child protection concern or allegation against an adult working in the school or a volunteer is referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the DBS for consideration for barring, following resignation, dismissal, or when the School ceases to use their service as a result of a substantiated allegation
- ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their Social Care Team
- acting as a focal point for staff to discuss child safeguarding concerns
- providing staff and governors with updates of any changes in regulation at staff or Board meetings
- providing an annual report for the Board detailing any changes to the policy and procedures; child safeguarding training undertaken by the DSLs and by all staff and governors; the number and type of incidents or cases, and the number of children (unnamed) on the child protection register
- ensuring that either they personally, or another DSL, attend case conferences, core groups or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents
- ensuring that all DSLs successfully complete modules 1, 2 and 3 through Surrey Safeguarding Children Board (SSCB), and update every two years through SSCB alongside updating their knowledge via regular training at appropriate intervals, as and when required, but at least annually.
- ensuring that when a child leaves the School who has a child protection file, it is copied for the new school as soon as possible and transferred separately from the main pupil file

Each DSL and Deputy DSL also has responsibility for the following other matters in keeping with current KCSIE guidance set out in Appendix 6:

- maintaining vigilance and promptly discussing any suspected abuse with the DSL (School) or, if circumstances require, with the local authority designated officer
- encouraging a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them
- liaising with the DSL (School) about potential or ongoing child safeguarding issues, especially inquiries under section 47 of the Children Act 1989 and police investigations
- acting as a source of support, advice and expertise to staff on matters of safety and safeguarding
- making all policies and procedures known to all staff and parents

- making parents aware that referrals about suspected abuse or neglect may be made, and the role of the school in this
- keeping detailed, accurate, secure 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, until their 25th birthday, and are copied on to the child's next school or college
- ensuring that an indication of the existence of the additional file is marked on the pupil records
- obtaining access to resources and attending relevant or refresher training courses

1.5.6 – The Governing Body, Head Teacher and DSLs also have a responsibility to make a referral to the National College for Teaching and School Leadership where a teacher has been dismissed (or would have been dismissed had he/she not resigned), or a prohibition order issued for reasons such as unacceptable professional conduct relating to safeguarding – [conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence].

1.5.7 - It is important to point out that all staff should be made aware that they have many routes to demonstrate their concerns and, whilst the DSL is the primary conduit, they may consult anyone on the staff or indeed contact directly the Children's Services or the Police should a child be in danger of immediate harm; contact details for which are published on page 21 of this policy.

1.6 – Confidentiality of information

1.6.1 – Chinthurst School recognises that all matters relating to child protection and safeguarding are confidential.

1.6.2 - The Headmaster or DSLs will disclose any information about a child to other members of staff on a need to know basis only, in line with the guidance provided in 'Information sharing advice for safeguarding practitioners' DfE, March 2015

1.6.3 - All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. Staff should be aware of the route within the school to demonstrate their concerns, with the DSL as the primary conduit in most instances. The Police must be informed if there is a concern relating to radicalisation or terrorism.

1.6.4 - All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

1.6.5 – Chinthurst School will always share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult the Contact Centre Children's Team on this point.

1.7 – Supporting children

1.7.1 – Chinthurst School recognises that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

1.7.2 - 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.

1.7.3 - We recognise that the school must differentiate between those pupils who have suffered or are at risk of serious harm with those who are in need of additional support from external agencies, e.g. Eating Disorders, Self-Harming, etc.

1.7.4 - 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 aggressive or withdrawn.

1.7.5 – Chinthurst School will support all children by: -

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, 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 to provide early help in line with the best interests of the child.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

1.8 – Supporting staff members

1.8.1 - We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

1.8.2 – Chinthurst School will support such staff by providing an opportunity to talk through their anxieties with the DSLs (or any preferred person) and to seek further support as appropriate.

1.9 – Allegations against staff members

1.9.1 - All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

1.9.2 - All school staff are to be aware of the school's own Behaviour Policy for pupils; developed in accordance with Surrey County Council's 'Behaviour Management Policy – policies and procedures guidance 2012'

1.9.3 - Equally all staff are to be aware of the 'Staff Code of Conduct' within the Staff Handbook; developed in accordance with 'Teachers Standards – DfE July 2011 [updated 2013]'

1.9.4 - Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction. All staff, including new staff, have access to all school policies; on the school website (www.chinthurstschool.co.uk) and on the staff intranet 'Share Point'

1.9.5 – Chinthurst School recognises that a pupil may make an allegation against any member of staff – full time, visiting tutor, volunteer or otherwise.

1.9.6 - If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headmaster or a DSL.

1.9.7 - The Headmaster or DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer immediately, or at the latest within one working day (please see Page 21 for contact details) before taking further action.

1.9.8 - If the allegation made to a member of staff concerns the Headmaster, the person receiving the allegation will immediately inform the Chair of Governors who will consult with the LADO, without notifying the Headmaster first.

1.9.9 - If an allegation is raised against the DSL or a Deputy DSL, the Headmaster will be informed immediately. In this instance, if the Headmaster is the DSL the Chair of Governors (Mrs M. Hulme) will be informed immediately.

1.9.10 - The school will follow the Surrey procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

1.9.11 - Suspension of the member of staff, excluding the Headmaster, against whom an allegation has been made, needs careful consideration, and the Headmaster will seek the advice of the LADO and the Governing Body in making this decision.

1.9.12 - In the event of an allegation against the Headmaster, the decision to suspend will be made by the Chair of Governors with advice from the LADO.

1.9.13 - The suspension of a contract for a community user in the event of an allegation arising in that context will be decided upon by The Chairman of the Governors, The Head Teacher & Senior DSL.

1.10 – Allegations against pupils by pupils

1.10.1 – Chinthurst School recognises that a pupil may make an allegation against another pupil within the school. Allegations may reflect different gender issues such as girls being sexually touched / assaulted or boys being subjected to initiation / hazing type violence. Allegations may also involve new technologies, including the use of ‘sexting’. Peer to peer abuse must not be passed off as ‘banter’ or ‘part of growing up’ and be dealt with appropriately.

1.10.2 - If an allegation is made, pupils will be listened to and taken seriously by staff. The school will contact Children’s Services (please see Page 18 for contact details) for confidential advice on the best course of action. A child who abuses is almost certainly a child in need, and should be referred to Children’s Services.

1.10.3 - A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation if it is considered to be in the best interests of a child who might otherwise be at risk, in the interests of the pupils at large or to allow the investigation to proceed more effectively.

1.10.4 - Serious incidents will be recorded and necessary sanctions will be enforced. The relevant authorities and parents will be informed and an inter-agency early help assessment or a referral to Children’s Services may be made. The pupil making the complaint will be kept informed of what is happening at each stage.

1.10.5 – Training is given within the school curriculum to help prevent peer on peer abuse, including E-safety training to raise awareness of sexting and other issues relating to internet usage and new technologies. Across the curriculum, including PSHEE, children will be given opportunities which equip them with the skills they need to stay safe from harm and to know who they should turn to for help. This includes advice on preventing peer to peer abuse.

1.11 – Allegations against volunteer workers and visiting tutors

1.11.1 - All tutors, instructors and coaches are responsible for the safety of all pupils during the designated time.

1.11.2 – The school undertakes to gain assurance that the staff of another organisation have been checked for suitability if they attend the school for a one-off visit. Visiting tutors such as these will in no circumstances be left alone with a child and be risk assessed, including the use of an internet search to verify they have no ties to terrorist organisations or otherwise.

1.11.3 - In the event of an allegation against a volunteer or visiting tutor the person receiving the allegation must report this to the Headmaster (in his/her absence it must be reported to the Chairman of Governors).

1.11.4 - In the case of ‘serious harm’ the Police or the LADO must be informed immediately.

1.11.5 - The School will promptly report to the DBS [PO BOX 181, DARLINGTON, DL1 9FA, TEL: 01325 953795) any person (whether, employed, contracted, a volunteer or student) whose services are no longer used as a result of proven allegation.

1.12 – Off-site duty of care

1.12.1 - The school undertakes to gain assurance that the staff of another organisation have been checked for suitability if they supervise the school's pupils on a site other than the schools.

1.13 - Whistleblowing

1.13.1 – Chinthurst School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

1.13.2 - All staff should be aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection within the school, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance to the LADO (Elizabeth Pollard - **01372 833321**), following the school's Whistleblowing Policy or alternatively call the NSPCC's Whistleblowing helpline on 0800 028 0285.

1.14 – Physical intervention

1.14.1 - We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

1.14.2 - Such events should be recorded and signed by a witness.

1.14.3 - Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Options technique. In any such circumstance, records will be kept and parents/guardians informed the same day or as reasonably practicable.

1.14.4 – Chinthurst School understands that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

1.14.5 – As a school we recognise that touch may be appropriate in the context of working with children. All staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

1.15 – Anti-bullying

1.15.1 - Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms, for example cyber, racist, homophobic and

gender related bullying. Our Anti-Bullying Policy is available on the school website (www.chinthurstschool.com) or is available at the school office.

1.15.2 - We keep a record of known bullying incidents, including online incidents for which there is a separate pro-forma.

1.15.3 – All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied or the victims of child abuse. The school undertakes to have an ‘Anti-Bullying Week’ each academic year, providing the whole school community with interactive opportunities to understand all aspects of this important area.

1.16 – Online safety

1.16.1 – Internet use is part of the statutory curriculum and a necessary tool for learning. Our school has a duty to provide pupils with quality internet access.

1.16.2 - As part of our ICT and PSHEE curriculum pupils are taught about online safety and further to that safe internet usage is a key element running through the teaching of any other subject when using ICT.

1.16.3 – The school will ensure that filtering systems are in place and are as effective as possible in safeguarding children from potentially harmful and inappropriate online material, including that which may be linked to extremism.

1.16.4 – The filtering system will be checked on a weekly basis by the E-Safety Co-ordinator alongside a DSL to identify children accessing or trying to access harmful material.

1.16.5 – The school however recognises that over-blocking can lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding. Members of staff who wish to deliver a lesson involving an aspect they think may be blocked, for example a lesson about the dangers of ‘sexting’, should approach the E-Safety Co-ordinator to discuss the unblocking of material for a specified duration.

1.16.6 – As a school we recognise that emerging mobile technologies pose a safeguarding threat. As per our separate Mobile Phone & Camera Policy (Appendix 7), whilst pupils may bring their mobile phones into school, they should be switched off and handed into reception for the duration of the school day. Any pupil found in possession of a mobile phone will have it removed.

1.16.7 – ‘Sexting’, cyberbullying and other forms of online peer on peer abuse are becoming more prevalent. Whilst the school attempts to minimise the risk of such instances through the non-use by pupils of 3G/4G technologies and mobile phones within the school, we recognise that we have a duty to protect our pupils when they are subject to such abuse outside of school.

1.16.8 – If a member of staff becomes aware of such an incident, it should be raised immediately to the DSL (School) and the E-Safety Co-ordinator. They will then deal with the incident in line with the school’s Anti-Bullying policy, logging the incident and filling out both a Reporting Bullying Form and an E-Safety form for online incidents. This same process is to be followed if a member of staff becomes aware of an incident within the school, including during use of a school computer.

1.16.9 – The DSL may at this stage deem the incident serious enough to begin an early help process, or alternatively make an immediate referral to Children’s Social Care or Police.

1.16.10 - The school maintains to have E-Safety rules prominently on display around each computer used by pupils, alongside Cyberbullying information in each ICT and Form classroom.

1.17 - Prevention

1.17.1 – Chinthurst School recognises that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection. The school works within the curriculum to promote the Fundamental British Values of tolerance and respect for diverse views, while challenging prejudice of any kind.

1.17.2 - The school community will therefore: -

1. Maintain the right to instigate and oversee ‘drug testing’ procedures (carried out by the appropriate medical body) for all adults and minors who are members of the school community. (Defined by: all members of the Governing Body, all Employees, all Registered Pupils & all Registered Parents.)

2. Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

3. Include regular consultation with children through safety questionnaires, participation in anti-bullying weeks, asking children to report whether they have had happy/sad lunchtimes/playtimes etc.

4. Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

5. Include across the curriculum, including PSHEE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. This will include advice on preventing peer to peer abuse. In particular this will include anti-bullying work, E-safety, road safety, pedestrian and cycle training. Also focussed work in Years 6, 7 & 8 to prepare for transition to secondary school and more personal safety/independent travel.

1.18 – Health and safety

1.18.1 - Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and in relation to internet use (in conjunction with our E-Safety Policy), when away from the school and when undertaking school trips and visits. Our Health & Safety Policy and E-Safety Policy are available on the school website (www.chinthurstschool.com) or are available at the school office.

1.19 – Children missing from education

1.19.1 – All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Chinthurst School recognises the risks associated with children going missing from education.

1.19.2 – Using effective admission and attendance registers the school will identify any child missing from education, typically for more than 10 days, and particularly on repeat occasions. Staff must be aware that non-attendance is a potential safeguarding concern and could identify children at risk of sexual exploitation, FGM, forced marriage or those travelling to conflict zones.

1.19.3 - All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

1.19.4 - As in any safeguarding situation, the school will respond to such issues swiftly, and seek advice from Children's Services.

1.20 – Children with SEND

1.20.1 – Children with Special Educational Needs or Disabilities can provide safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

1.20.2 – Staff should not assume that indicators of abuse such a behaviour, mood and injury relate to the child's impairment without further exploration.

1.20.3 – Children with SEND needs can be disproportionately impacted by things like bullying, without outwardly showing any signs. Staff must be alive to this.

1.20.4 – Children with communication difficulties may find it difficult to communicate their knowledge of abuse. Staff should factor this in to the monitoring of the children in their care and speak to a DSL if they have any concerns.

1.21 - Prevent

1.21.1 - Chinthurst School recognises the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. The school has created a standalone Prevent Policy which is accessible via our website and available in the School Office for more information.

1.21.2 - Protecting children from the risk of radicalisation should be 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.

1.21.3 - Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings

1.21.4 - 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

1.21.5 - As with managing other safeguarding risks, staff 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 or informing the Policy via a DSL in most instances.

1.21.6 - Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others

- verbalising anti-Western or anti-British views
- advocating violence towards others

1.21 – Monitoring and evaluation

1.21.1- Our Policies and Procedures will be monitored and evaluated by:

1. The Governing Body who will review the Safeguarding Policy annually; they will also audit the effectiveness of the delivery of procedures, in particular with regards to the performance of all DSLs. This review will be documented in the minutes of a full board meeting – [most recent review 10-05-2016].
2. SMT ‘drop ins’ and discussions with children and staff
3. Pupil surveys and questionnaires combined with ‘School Council’ meetings
4. Scrutiny of Attendance data to identify children who go missing from education
5. Scrutiny of range of risk assessments
6. Scrutiny of Governing Body & SMT minutes
7. Logs of bullying/racist/behaviour incidents for SMT and Governing Body to monitor (records to be kept on shared drive).
8. Review of parental concerns and parent questionnaires.
9. Robust monitoring of the pastoral system.
10. Constant liaison across all staff
11. Reinforcement of the ethos of openness and approachability across all members of the Chinthurst community.

2.1 – Guidance on dealing with safeguarding concerns

2.1.1 - Although you may not seek information, a pupil may wish to confide in you about having suffered some kind of abuse. In such situations the following guidelines taken from KIDSCAPE should be helpful:

2.1.2 - Always stop and listen attentively to anyone who wants to tell you about an incident or suspicion of abuse.

2.1.3 - Find somewhere quiet to talk as soon as possible.

2.1.4 - Do not ask leading questions or impose your own interpretations upon what you are being told. Do not, for example, ask “Did he touch you?” or “Did he say anything to you?” etc. Let the person know you are concerned and understanding and stick to asking them to tell you what it is they want to say. Only prompt them by saying, “Is there anything else you might want to add?”

2.1.5 - Listen to and believe what the pupil tells you – tell them that, whatever the circumstances, they are not to blame.

2.1.6 - Do not make a promise of confidentiality or secrecy. You need to make it clear that you have a responsibility to report the concern so that action can be taken and the child can be helped. You can reassure the person that only those who need to know will be told.

2.1.7 - Tell the pupil you are pleased they have decided to tell someone and that this was the right thing to do

2.1.8 - Let the pupil know you understand how difficult it is to talk about such experiences

2.1.9 - Keep a written record of the conversation. If it is appropriate, you can make a verbatim record of what you are told at the time, but if this is inhibiting then make those notes as soon as possible after the conversation. It is important to keep those original notes intact.

2.2 – School procedure to be followed

2.2.1 – Chairman of Governors: *Mrs. M Hulme (With overall responsibility – 07884116191)*

Direct Governors’ Committee Responsible: *Education Sub Committee*

Designated Governor Safeguarding Lead: *Mrs L Page (07584093699)*

Designated Safeguarding Lead (School): *Mr S Neal (Head of Policy - 07595922762)*

Designated Safeguarding Lead (Nur & PP): *Miss M. Panayi (Head of EYFS - 07903347948)*

Designated Safeguarding Lead (Main School): *Mr T. Button (Headmaster - 07720635982)*

2.2.2 - All concerns must be treated on a ‘need-to-know’ basis due to the sensitivity of such situations. Confidentiality and the well-being and best interests of the child are paramount.

2.2.3 - If at any time there is a risk of immediate serious harm to a child, depending on the circumstances a referral should be made to children’s social care or the Police immediately, in most instances by the DSL (School). The LADO (Elizabeth Pollard) can be contacted on 01372 833321 if the allegation relates to a staff member. Alternatively, in the case of suspected terrorism or extremism the DfE can be contacted for advice on **0207 340 7264** or counter-extremism@education.gsl.gov.uk.

2.2.4 – If there is no risk of immediate serious harm, a DSL should still be informed. The DSL will then decide on the best course of action. Initial surreptitious monitoring by the member of staff with concerns is recommended, with support from a DSL, and staff should be prepared to take a role in any early help assessments deemed necessary.

2.2.5 – In serious cases, if a referral needs to be made to children social services, the Headmaster or an alternative DSL is the first port of call. It is recommended that an alternative DSL is utilised in the first instance if the Headmaster is not available, or an alternative to the Headmaster is required. That said, anyone can make a referral to the LADO or Children’s Services using the contact details above if they feel there is a risk of immediate serious harm to a child, whilst informing a DSL at the earliest opportunity. Safeguarding concerns outside of the school should be raised to the Local Safeguarding Board.

2.2.6 - The Headmaster or designated person will observe and assess the nature of the concern, compiling a summary of evidence to be used as part of the referral.

2.2.7 - The Headmaster (or designated person) will then follow the Surrey Safeguarding Children Board Procedure and, at the same time, notify the Designated Governor and the LADO (Local Authority Designated Officer – Elizabeth Pollard) on **01372 833321** within 24 hours if the allegation is against a staff member. Referrals can also be made to Surrey Contact Centre on **03456 009009** during the working day and out of office hours or urgent referrals can be made to the Emergency Duty Team on **01483 517898**.

2.2.8 - In situations where there are very unspecific concerns, after a referral is made it may be appropriate to monitor and record the nature of these concerns and to be vigilant in keeping records over a period of time.

2.2.9 - Should a DSL or member of staff think that a referred child's situation does not appear to be improving, they should press for reconsideration of their concerns.

2.2.10 - All records will be referred to during any such investigation. Secure records relating to safeguarding issues are kept in the Headmasters office. Each pupil's pastoral and academic records record is clearly, and confidentially, linked to these safeguarding records.

2.2.11 - For EYFS there is need to inform Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

2.2.12 - The 'One Chance' rule applies for Forced Marriage and FGM cases. It is essential that settings/schools/colleges take action without delay calling the Police should it be believed an act of FGM has been carried out. This should be done personally by the staff member involved promptly, with the DSL informed soon after, together then making decisions on whether to involve children's social care. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crimes Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the Police where they discover that FGM appears to have been carried out on a girl under 18.

3.1 – Appendix 1 – Recognising signs of child abuse

3.1.1 - Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Abuse, neglect and safeguarding issues are rarely standalone events that be covered by one definition or label. In most cases multiple issues will overlap with one another.

3.1.2 - There are four main categories of Abuse:

Abuse is defined as 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 know 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

1. Physical Abuse - A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

3. Sexual Abuse - This 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.

4. 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: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

3.1.3 - The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

3.1.4 - Risk Indicators - The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

3.1.5 - The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

3.1.6 - Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

3.1.7 - Recognising Physical Abuse - The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

3.1.8 – Bruising - Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

3.1.9 - Bite Marks - Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

3.1.10 - A medical opinion should be sought where there is any doubt over the origin of the bite.

3.1.11 - Burns and Scalds - It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

3.1.12 - Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

3.1.13 – Fractures - Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

3.1.14 – Scars - A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

3.1.15 - Recognising Emotional Abuse - Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

3.1.16 - The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

3.1.17 - Recognising Signs of Sexual Abuse - Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

3.1.18 - Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

3.1.19 - Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

3.1.20 - Sexual Abuse by Young People - From KCSIE September 2016:-

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.

3.1.21 - As in any safeguarding situation advice should be sort from LADO (Local Authority Designated Officer – Elizabeth Pollard) - **01372 833321**.

3.1.22 - Recognising sexual abuse - Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

3.1.23 - Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

3.1.24 - Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

3.1.25 - Further information and advice is available in the Surrey multi-agency protocol "Working with Sexually Active Young People" available at www.surreycc.gov.uk/safeguarding, by choosing Safeguarding Children – Protocols and Guidance for Professionals. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

3.1.26 - Recognising Neglect - Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

3.1.27 - Child Sexual Exploitation - From KCSIE 2016 –

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

3.1.28 - The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police record

4.1 – Appendix 2 – Forced marriage & FGM

4.1.1 - Forced Marriage (FM) - This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. The 'One Chance' rule - always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151 if anyone suspects FM.

4.1.2 - Female Genital Mutilation (FGM) - It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

4.1.3 - What is FGM? - It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4.1.4 - 4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

4.1.5 - Why is it carried out? Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

4.1.6 - Is FGM legal? - FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

4.1.7 - Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

4.1.8 - Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs

- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

4.1.9 - The 'One Chance' rule applies for Forced Marriage and FGM cases. It is essential that settings/schools/colleges take action without delay calling the Police should it be believed an act of FGM has been carried out. This should be done personally by the staff member involved promptly, with the DSL informed soon after, together then making decisions on whether to involve children's social care. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crimes Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the Police where they discover that FGM appears to have been carried out on a girl under 18.

5.1 – Appendix 3 – Looked after children

5.1.1 - The definition of ‘Looked After Children’: Children and young people become ‘looked after’ if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most Looked After Children will be living in foster homes, but a smaller number may be in a children’s home, living with a relative or even placed back home with their natural parent(s).

5.1.2 - We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional, sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken into the care of the local authority. Whatever the reason, a child’s separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being. We recognise that children that are in care may find it difficult to build relationships of trust with adults because of their experiences

5.1.3 - We recognise that it is vital that the school works closely with a child’s carers in any way which will support looked after child to achieve their full potential.

5.1.4 - The designated member of staff for looked after children is Miss M Panayi (Head of EYFS) – It is school policy that the designated member of staff will be the person demonstrating ‘key worker’ levels of contact time and, where possible a DSL.

5.1.5 – Procedures –

- The designated person will liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared appropriately.
- We recognise the role of the local authority social care department as the child’s ‘corporate parent’ and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents or foster carer’s role in relation to the setting without prior discussion and agreement with the child’s social worker
- Before the child starts at the school there will be a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child’s learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as
 - The child’s emotional needs and how they are to be met;
 - How any emotional issues and problems that affect behaviour are to be managed;
 - The child’s sense of self, culture, language/s and identity – how this is to be supported;
 - The child’s need for sociability and friendship;
 - The child’s interest and abilities and possible learning pathway
 - How any special needs will be supported
- In addition the care plan will also consider:
 - How information will be shared with the foster carer and local authority (as the ‘corporate parent’) as well as what information is share with whom and how it will be recorded and stored;
 - What contact the child has with his/ her birth parent(s) and what arrangements will be in place for supervised contact.
 - What written reporting is required
- Concerns about the child will be noted in the child’s file and discussed with the foster carer
- If the concerns are about the foster carer’s treatment of the child, or if abuse is suspected, these are recorded and reported to the child’s social care worker
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.

6.1 – Appendix 4 – Staff code of conduct

6.1.1 - All staff should be aware of the guidelines regarding their professional conduct and apply these standards consistently, in the knowledge that any breaches of these guidelines could result in criminal or disciplinary action being taken against them. All staff are responsible for their own actions and behaviour and should avoid any conduct which could lead any reasonable person to question their intentions.

6.1.2 - Staff must read, understand and sign that they have done so with the latest statutory guidance 'Keeping Children Safe in Education' Part 1. (DfE published September 2016).

6.1.3 - Staff should discuss and/or take advice promptly from the DSL or another senior member of staff about any incident which may give rise for concern, and records should be made in line with the school policy. All staff should know the clear school procedures for handling allegations against staff and to whom they should report concerns.

6.1.4 - Confidentiality: All confidential information about pupils should never be used in casual conversation or shared with any person other than necessary. If in doubt about whether or not to share information, seek guidance from the Headmaster.

6.1.5 - Behaviour: All staff are expected to follow the 'Teachers Standards – DfE July 2011 [updated 2013]' Teachers must recognise that professionalism involves using judgement over appropriate standards of personal behaviour.'

6.1.6 - Dress and Appearance: Staff are expected to dress decently, safely, and appropriately, and in a manner which promotes a positive and professional image. It is preferred that when teaching within the classroom environment staff dress in a formal manner, however, it is accepted that there will be occasions when staff will find it impractical to change between lessons.

6.1.7 - Gifts, Rewards & Sanction of Pupils: Staff need to take care not to accept gifts that might be construed as a bribe that could lead to preferential treatment. It is, of course, acceptable to receive small tokens of appreciation from parents e.g. at Christmas, but it is not acceptable to receive gifts on a regular basis of any significant value. Similarly, it is inadvisable to give any personal gifts to pupils, as it might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with the School's 'Behaviour' and 'Rewards and Sanctions' Policies.

6.1.8 - Infatuations: Staff need to be aware that it is not uncommon for pupils to develop an 'infatuation' for a member of staff. If a member of staff becomes aware that a pupil is infatuated with themselves or a colleague s/he should discuss this with a senior colleague so that appropriate action can be taken.

6.1.9 - Social Contact: Staff should not establish any social contact with pupils to secure a friendship, including the use of social media. If a parent seeks to establish social contact with a member of staff s/he should exercise professional judgement. Staff should always advise senior management of any social contacts with parents so as not to compromise the School or their own professional standing.

6.1.10 - Communication with pupils: Staff should be circumspect in their communications with pupils. They should not give their personal contact details to pupils, including E-mail and home or mobile numbers, unless this has been agreed by senior management.

6.1.11 - Physical Contact: Staff should avoid physical contact with pupils unless it is absolutely essential; it is crucial that they only do so in ways appropriate to their professional role. Well intentioned physical contact may be misconstrued by a child. Never indulge in horseplay, tickling or fun fights, and always be prepared to explain actions and accept that physical contact be open to scrutiny. Staff should use their professional judgement at all times.

6.1.12 - Pupils in Distress: There may be occasions when a distressed pupil needs comfort, which may mean appropriate physical contact. Staff should remain aware at all times that their contact is not threatening, intrusive or subject to misinterpretation. Record any incident which may give rise to concern and inform a senior colleague.

6.1.13 - Activities which require Physical Contact: Any physical contact with a child in order to support or assist a child, or to demonstrate an activity, should always be done with the pupil's agreement. Contact should only be for the minimum time necessary.

6.1.14 - Showers and Changing: Children need to have an appropriate level of supervision when changing or taking a shower, but staff should remember that they are entitled to respect and privacy. Staff should avoid any physical contact with pupils in a state of undress, and should avoid any visually intrusive behaviour. Adults should not change or shower in the same place as children.

6.1.15 - Behaviour Management: Staff should follow the school 'Behaviour Policy'. They should never use any form of degrading treatment or physical force to punish a pupil. The use of sarcasm or insensitive comments is not acceptable.

6.1.16 - Physical Intervention: Staff 'may intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline' (DCSF – Force to control or restrain pupils 2007). Staff should always use the minimum force and for the shortest period necessary. In all cases of physical intervention, the incident should be documented and reported to senior management.

6.1.17 - Sexual Contact: Staff should avoid any form of communication with a child which could be interpreted as sexually suggestive or provocative ie; verbal comments, letters, notes, E-mail, phone calls, texts, physical contact.

6.1.18 - One-to-One Situations: Where staff are working in one-to-one situations with pupils, ensure there is visual access and/or an open door. Inform other staff, before any one-to-one meeting with a pupil, and assess the need to have them present. Never arrange to meet a pupil away from school unless written approval is obtained from their parents and with the agreement of the Headmaster.

6.1.19 - Transporting Pupils: It is advisable that, when transporting pupils in school minibuses, wherever possible one additional adult to the driver is present to act as an escort. At no stage should parents be asked to transport pupils to fixtures or events, unless in the circumstance where they are transporting their own child. Staff are responsible for the safety and welfare of all pupils until they are passed over to parents.

6.1.20 - Educational Visits/After School Clubs: Staff should take particular care when supervising pupils in the less formal atmosphere of a residential trip or after-school activity. They should always ensure that their behaviour remains professional at all times. Always have another adult present in out-of-school activities unless otherwise agreed by the Headmaster. Always undertake a school risk assessment in line with the school policy, and have written consent from the parents.

6.1.21 - Whistle Blowing: Staff should acknowledge their individual responsibilities to report to senior management any behaviour by colleagues, parents or pupils that raises concern (see 'Whistle Blowing Policy')

6.1.22 – Health and safety: Any issues relating to 'Health and Safety' need to be treated as a priority by all staff. If you have any concerns, speak to the Headmaster and put in writing your concerns and give this to the Deputy Headmaster & Bursar, who are collectively responsible for Health and Safety issues within the School.

6.1.23 – First Aid: First aid kits are kept in the School Office. If a pupil feels unwell or needs very minor treatment, s/he should be sent to the School Office; all office staff are first-aid trained. If a pupil suffers a more serious injury then Miss Lovell should be sent for as he is the school registered 'first aider at work'. You must record the incident in the Accident Record Book in the Office. (See 'First Aid Policy')

6.1.24 – Smoke-Free Policy: Chinthurst School has a 'Smoke Free' policy which came into effect on July 1st 2007. This policy applies to all employees, governors, parents, contractors, and visitors. Smoking is prohibited at all times in all public workplaces, buildings and classrooms. However, it is the school policy to provide a designated, private area (out of bounds for all pupils) should any adult exercise the right to smoke during the working day.

6.1.25 – Personal Living Accommodation – Chinthurst School has on site an area of private, personal living accommodation. In no circumstances should a child be taken to, or allowed access to, such premises at any time.

7.1 – Appendix 5 – Safer recruitment policy

7.1.1 - The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:

1. Attract the best possible applicants to vacancies.
2. Deter prospective applicants who are unsuitable for work with children or young people.
3. Identify and reject applicants who are unsuitable for work with children and young people.
4. Ensure compliance with all relevant recommendations and guidance including the recommendations of the Department for Education (DfE) KCSIE document and the code of practice published by the Disclosure and Barring Service (DBS). – formerly the Criminal Records Bureau.
5. Ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.
6. Ensure employees involved in the recruitment and selection of staff are responsible for familiarising themselves with and complying with the provisions of this policy.
7. Ensure at least one recruiter has successfully received accredited training in safe recruitment procedures.

7.1.2 - Inviting Applications - Advertisements for posts – whether in newspapers, journals or on-line – will include the statement:

“Our School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.”

7.1.3 - Prospective applicants will be supplied, as a minimum, with the following:

1. Job description and person specification (dependent upon position applied for).
2. The school’s safeguarding policy; (refer to online version in vacancies section on website).
3. The school’s safer recruitment policy.
4. The selection procedure for the post.
5. An application form.

7.1.4 - Recruitment and selection procedure - All applicants for employment will be required to complete an application form containing questions about their academic and employment history and their suitability for the role. Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. A curriculum vitae will not be accepted in place of the completed application form.

7.1.5 - Applicants will receive a job description and person specification for the role applied for. The applicant may then be invited to attend a formal interview at which his/her relevant skills and experience will be discussed in more detail.

7.1.6 - If it is decided to make an offer of employment following the formal interview, any such offer will be conditional on the following:

1. The agreement of a mutually acceptable start date.
2. a) The receipt of two references (one of which must be from the applicant's most recent employer) which the School considers satisfactory.
b) The receipt of a satisfactory enhanced disclosure from the DBS.
c) Completed Medical Questionnaire.
3. If the above conditions are satisfied and the offer is accepted then the applicant will be issued with a contract of employment as confirmation of employment.

7.1.7 - All Support Staff appointments are subject to a six months probationary period during which the notice period to terminate the employment for whatever reason, by either the employee or the school is four weeks. The school also reserves the right to extend this probationary period should it deem this necessary.

7.1.8 - 3. Pre-employment checks - In accordance with the recommendations of the DfE KCSIE document the School carries out a number of pre-employment checks in respect of all prospective employees.

7.1.9 - Verification of identity and address - All applicants who are invited to an interview will be required to bring the following evidence of identity, address and qualifications:

1. Current driving licence or passport or full birth certificate.
2. Two utility bills or statements (from different sources and less than 3 months old) showing their name and home address.
3. Documentation confirming their National Insurance Number (P45, P60 or National Insurance Card).
4. Documents confirming any educational and professional qualifications referred to in their application form.

7.1.10 - Where an applicant claims to have changed his/her name by deed poll or any other mechanism (e.g. marriage, adoption, statutory declaration) he/she will be required to provide documentary evidence of the change.

7.1.11 – References - References will be taken up on short listed candidates prior to interview (SMT & Teaching Staff) unless otherwise stated on the application form. For support staff references will be requested once the position has been offered.

7.1.12 - All offers of employment will be subject to the receipt of a minimum of two satisfactory references, one of which must be from the applicant's current or most recent employer. If the current/most recent employment does/did not involve work with children, then the second referee should be from the employer with whom the applicant most recently worked with children. In the case of NQT's a reference will be required from an associate within a previous professional setting, e.g. Lecturer, Tutor, Mentor, etc.

7.1.13 - Neither referee should be a relative or someone known to the applicant solely as a friend.

7.1.14 - All referees will be asked whether they believe the applicant is suitable for the job for which they have applied and whether they have any reason to believe that the applicant is unsuitable to work with children. All referees will be sent a copy of the job description and person specification for the role which the applicant has applied for. If the referee is a current or previous employer, they will also be asked to confirm the following:

1. The applicant's dates of employment, salary, job title/duties, reason for leaving, performance and disciplinary record.
2. Whether the applicant has ever been the subject of disciplinary procedures involving issues related to the safety and welfare of children (including any in which the disciplinary sanction has expired).
3. Whether any allegations or concerns have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people.
4. The candidate's suitability for working with children and young people.
5. The candidate's suitability for this post.

7.1.15 - The School will only accept references obtained directly from the referee on the official form with all sections completed. It will not rely on references or testimonials provided by the applicant or on open references or testimonials.

7.1.16 - The School will compare all references with any information given on the application form. Any discrepancies or inconsistencies in the information will be taken up with the applicant before any appointment is confirmed.

7.1.17 - The Selection Process - Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates. Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage but will not be a substitute for a face-to-face interview (which may be via visual electronic link).

7.1.18 - Candidates will always be required:

1. To explain satisfactorily any gaps in employment.
2. To explain satisfactorily any anomalies or discrepancies in the information available to recruiters.

3. To declare any information that is likely to appear on a DBS disclosure.
4. To demonstrate their capacity to safeguard and protect the welfare of children and young people.

7.1.19 - Employment Checks - All successful applicants are required:

1. To provide proof of identity.
2. To complete a DBS disclosure application and receive satisfactory clearance.
3. To provide actual certificates of qualifications.
4. To provide proof of eligibility to live and work in the UK.
5. To pass a 'Prohibition from Teaching Check' via the Teacher Services System
6. To pass an EEA sanction or restriction check.

7.1.20 – Induction - All staff new to the school will receive induction training that will include the school's safeguarding policies and guidance on safe working practices.

7.1.21 - Regular meetings will be held during the first 3 months of employment between the new employee(s) and the appropriate manager(s).

7.1.22 - Criminal records check - Due to the nature of the work, the School applies for criminal record certificates from the DBS in respect of all prospective staff members, governors and volunteers.

7.1.23 - The school will always request an Enhanced Disclosure as described below.

An Enhanced Disclosure will contain details of all convictions on record including current and spent convictions (including those which are defined as "spent" under the Rehabilitation of Offenders Act 1974) together with details of any cautions, reprimands or warnings held on the Police National Computer. It may also contain non-conviction information from local police records which a chief police officer thinks may be relevant in connection with the matter in question.

7.1.24 - If the individual is applying for a position working with children or young adults, it will also reveal whether he/she is barred from working with children or vulnerable adults by virtue of his/her inclusion on the lists of those considered unsuitable to work with children or vulnerable adults maintained by the DfE and the Department of Health. Applicants with recent periods of overseas residence and those with little or no previous UK residence may also be asked to apply for the equivalent of a disclosure, if one is available in the relevant jurisdiction(s). An EEA sanction or restrictions check is required.

7.1.25 - Where the school uses staff from supply agencies, contractors etc then the school expects those agencies to have registered these staff with the DBS following their own policy or their own comparable policy. Proof of registration will be required before the School will commission services from any such organisation.

7.1.26 – Any current or new member of staff taking on management responsibilities, including Governors, will be subject to a 'prohibition from management check' in line with the Education and Skills Act 2008 barring individuals from taking part in the management of an independent school. Both a DBS criminal record check and DBS barred list check is required, to confirm whether an s.128 direction has been made

7.1.27 – All staff must disclose information as to whether they dwell in the same accommodation as a known offender. The Regulations prohibit anyone who is disqualified themselves under the Regulations or who live in the same household as a disqualified person, from working in a relevant setting, including in schools. All short-listed candidates in relevant settings must be required to complete the declaration and DBS certificates should be checked with reference to the list of relevant offences in the Education Act. Current staff must also complete a disqualification declaration annually.

7.1.28 – Should a member of staff be required to begin work prior to a DBS check being received, additionally safeguards will be put in place including a risk assessment and a requirement for such individuals to be accompanied at all times in their work with children. The risk assessment will be reviewed once every 2 weeks.

7.1.29 - Retention and security of disclosure information - The School's policy is to observe the guidance issued or supported by the DBS on the use of disclosure information.

7.1.30 - In particular, the School will:

1. Store disclosure information and other confidential documents issued by the DBS in locked, non-portable storage containers, access to which will be restricted to members of the School's senior management team.
2. Not retain disclosure information or any associated correspondence for longer than is necessary. In most cases, the School will not retain such information for longer than 6 months although the School will keep a record of the date of a disclosure, the name of the subject, the type of disclosure, the position in question, the unique number issued by the DBS and the recruitment decision taken.
3. Ensure that any disclosure information is destroyed by suitably secure means such as shredding
4. Prohibit the photocopying or scanning of any disclosure information.

7.1.31 - The School complies with the provisions of the DBS code of practice, a copy of which is available on request from the School Bursar.

7.1.32 - Retention of records - If an applicant is appointed, the School will retain any relevant information provided on their application form (together with any attachments) on their personnel file. If the application is unsuccessful, all documentation relating to the application will normally be confidentially destroyed after six months unless the applicant specifically requests the School to keep their details on file.

7.1.33 – Queries - If an applicant has any queries on how to complete the application form or any other matter they should contact the School.

8.1 – Appendix 6 – Mobile Phone & Camera Policy



CHINTHURST SCHOOL
TRADITIONAL VALUES | MODERN TEACHING

Chinthurst Preparatory School

Mobile Phone & Camera Policy

Reviewed by TB/SN/WB - September 2016

Next review date – September 2017

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Mobile Phones

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Cameras

- 2.1 General policy on the use cameras by staff
- 2.1. Use of cameras by parents and family in school *and* whilst on a school trip or fixture?

1.1 - General policy on the use of mobiles phones by staff

1.1.1 - All staff may be contacted at school on the main office number as below

01737 812011

1.1.2 - If it is not practical to call a member of staff to the phone, a message will be taken by a member of the office staff, prioritized and delivered as soon as considered appropriate.

1.1.3 - Within the bounds of reason, staff may use the office phone in non-contact time for essential calls of a personal nature.

1.1.4 – At no point should a member of staff use their personal mobile phone to take photographs or video footage of a child, both within the school or outside at external events such as sports fixtures.

1.1.5 - Staff must be aware that failure to comply with the school's policy on the use of mobile phones as outlined could under certain circumstances involve a breach of the Safeguarding Policy. That being the case, situations could arise where suspension without prejudice is considered whilst investigations are carried out by the Governing Body.

1.2 – Use of a personal mobile phone at school by staff

1.2.1 - If mobile phones are brought to school they should be switched off or put on silent mode.

1.2.2 – Mobile phones should not be taken out for use by a member of staff in a classroom environment or used when a member of staff is on duty. This extends to contact time of any kind with children including co-curricular clubs, unless there are exceptional circumstances about which the Headmaster & SMT have been made aware.

1.2.3 - Any staff wishing to use their mobile phone during their non-contact time should do so discreetly and not in a public area e.g. the staffroom.

1.3 – Use of a personal mobile phone by staff whilst on a school trip or fixture

1.3.1 - In all instances common sense should prevail as the safety and the well-being of the children in our care and accompanying staff is paramount.

1.3.2 - The use of mobile phones is acceptable to maintain communication between the staff accompanying a school trip and between the staff and the school if necessary. Calls should be limited to those of an urgent or emergency nature.

1.3.3 - Staff who accompany school trips should not allow their attention to be diverted from the supervision of the children in their care by using their mobile phones for personal reasons in any circumstances.

1.3.4 - All staff designated as drivers of the school minibus or otherwise must comply with the legal requirement not to use their phone whilst they are driving any such vehicle.

1.4 – Use of a personal mobile phone by pupils at school *and* whilst on a school trip or fixture

1.4.1 - While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school, Chinthurst School strongly discourages pupils from bringing mobile phones to school for personal use.

1.4.2 - If pupils do bring mobile phones to school, the phones must remain switched off while pupils are on site and be handed into the school office at the beginning of the school day, for collection at the end of the school day.

1.4.3 - Exceptions to this will be considered in an emergency situation, with the express approval of the Headmaster or member of the SMT whereby a written request has been received from the parent/carer.

1.4.4 - Should parents need to contact pupils, or vice versa, this should be done by using the school office, the number for which is below

01737 812011

1.4.5 - Where a pupil is found by a member of staff to be using a mobile phone, the phone will be taken directly from the pupil. It will in turn be handed to the Headmaster or a member of the SMT. They will record the name of the child and attach it to the phone. The mobile phone will be stored by that senior member of staff for the entirety of the day up to which the pupil may collect the phone at the end of the school day. The pupil's parents will be informed of the situation by the member of the SMT directly involved.

1.4.6 - If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or teachers, this will be regarded as a serious offence leading to disciplinary action being taken in line with the School's Behavioural Policy.

1.4.7 - If images of other pupils or teachers have been taken, the mobile phone will not be returned to the pupil until the images have been removed by the pupil in the presence of either the Headmaster or a member of the SMT. The pupil's parents will be informed of the situation by the member of the SMT directly involved.

1.5 – The responsibility of parents

1.5.1 - Parents are advised that Chinthurst School accepts no liability for the loss or damage of mobile phones which are brought into the school buildings or onto school grounds.

1.5.2 - Parents should talk to their child about who is entitled to use his/her mobile number, as text messages can often present a medium to bully pupils.

2.1 – General policy about the use of cameras by staff

2.1.1 - Photographs or video footage taken for the purpose of recording pupils participating in activities, or celebrating their achievements, is an effective form of recording their progression and achievements. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

2.1.2 - Only designated school cameras are to be used to take any photograph or video footage within all school settings or external events. At no point should a member of staff use their personal mobile phone to take photographs or video footage of a child, both within the school and outside at external events such as sports fixtures.

2.1.3 – *Pre-Prep* - Nursery have two cameras. Reception, Y1 & Y2 each have one per year group. A total of 5 cameras are stored in the Pre-Preparatory School Office and are available to staff on request to the Deputy Headmistress.

2.1.4 – *Main School* - Main School have two cameras; one is stored in the Main School Office and is available to staff on request to the Headmaster or a member of the SMT. The second camera is stored in the Marketing Office.

2.1.5 – Images or video footage taken on these cameras must be deemed suitable without putting any child or group of children in any compromising positions that could cause embarrassment or distress.

2.1.6 – Images or video footage taken and stored on each camera must be downloaded as soon as possible to the school server, ideally directly after the event. Images must be downloaded by school staff only.

2.1.7 - Under no circumstances should cameras of any kind be taken into toilet and changing facilities.

2.1.8 – Staff must be aware that failure to comply with the school's policy on the use of cameras as outlined could under certain circumstances involve a breach of the Safeguarding Policy. That being the case, situations could arise where suspension without prejudice is considered whilst investigations are carried out by the Governing Body.

2.2 – Use of cameras by parents and family members in school and whilst on a school trip or fixture

2.2.1 – Parents or family members taking pictures or recordings of their own children for their own personal use is lawful and should be allowed.

2.2.2 – The Data Protection Act 1998 states that '*an image of a child is considered to be personal data.*' Parents or family members taking pictures or recordings at group events, likely to include more than their own child, are reminded that any images taken are for their own private use only and should not be shared on social media or similar platforms.. A reminder should be given at the start of such an activity by a member of staff to reinforce this.



Child Friendly Version of our Safeguarding Policy



What is Safeguarding about?

All of the adults at Chinthurst School think that your health, safety and welfare are very important. In our school we respect our children and help to protect their rights. We do our best to help children make excellent educational progress. We teach children how to recognise risks in different situations and how to protect themselves and stay safe.

How will we try to safeguard children?

We try to provide a safe environment for children to learn in. We want to help to ensure that children remain safe, at home as well as at school. We think it is important for our children to know where to get help if they are worried or unhappy about something.

What should children do?

Speak to an adult at school or your parents if you are worried about something.

Need to talk at any time – remember you can talk to **ChildLine**:

