



Wilmslow Preparatory School Safeguarding of Children

Child Protection Policy Statement & Whole School Policy & Procedures (including EYFS)

Wilmslow Preparatory School is committed to creating and maintaining the safest possible environment in which to care for and educate children and young people. We work with parents and other child centred professionals in order to create this safe environment for our pupils.

WPS believes that it is always unacceptable for a child or young person to experience abuse of any kind and we recognise our responsibility to safeguard and promote the welfare of all children and young people, by a commitment to practice which protects them.

This policy is written with regard to:

- Children Act 1989
- Keeping Children Safe in Education [September 2016] [**KCSIE**]
- Working together to Safeguard Children [March 2015] [**WT**]
- Disqualification under the Childcare Act 2006 [February 2015]
- "Prevent" Counter-terrorism and Security Act 2015
- What to do if you are worried a child is being abused - Advice for Practitioners (March 2015)

This policy applies to all staff, including senior managers, paid staff, volunteers, sessional workers, agency staff, students or anyone working on behalf of Wilmslow Preparatory School and is agreed and monitored by the WPS Board of Governors.

Please note the following information:

- Our Designated Safeguarding Lead (DSL) is Mrs H Rigby.
- Our Deputy Designated Safeguarding Leads (DDSL) are Mrs L Pierce and Miss A Shaw
- The Designated Safeguarding Lead for EYFS is Mrs L Pierce.
- The Designated Safeguarding Lead for after school care ('Toast') run by 'Holiday Zone' is Maxine Hornby
- The Designated Safeguarding Lead for holiday club run by 'Holiday Zone' is Annabel Eccleston
- The designated teacher for Looked After Children is Mrs N Savage
- The person responsible for the 'Prevent Duty' is Mrs H Rigby
- Our Safeguarding Governor representative is Mr D Vanstone.

Contact details for the above can be found in the School Office (01625 524246) and contact details for all local and national organisations including our LCSB, the DfE, the Police and organisations associated with radicalisation and extremism, can be found in **APPENDIX 4** of this document.

- Our local LCSB is Cheshire East
- The most recent Safeguarding Children Training for all staff took place on April 18th 2016 and there are at least three yearly updates.
- Mrs H Rigby (DSL) attended additional training on April 26th 2016 and there are at least two yearly updates.
- Mrs L Pierce (DDSL/DSL EYFS) attended additional training on 20th & 27th June 2015 and there are at least two yearly updates.
- Miss A Shaw (DDSL) attended additional training on October 11th 2016 and there are at least two yearly updates.
- The most recent Prevent Duty Training for all staff took place on October 23rd 2015.
- Safeguarding training is regularly updated and is in accordance with local authority procedures and the Statutory Framework for EYFS.
- Safeguarding Children Training is included as part of the induction process for all new staff, volunteers and Governors.
- We are committed to ensuring that our Safeguarding Policy is a living document which is reviewed and updated at least annually.
- Records are kept securely by the DSL.

This policy and its associated procedures address the Independent Schools' Standards Requirements (ISSRs), and are in accordance with locally agreed inter-agency procedures.

This Safeguarding/Child Protection policy forms part of a set of policies and procedures which relate to the safeguarding responsibilities of the school. All policies are whole School policies INCLUDING EYFS.

In particular, the following policies refer:

- **WPS Recruitment, Selection and Disclosures Policy and Procedure**
- **WPS Whistle Blowing Policy**
- **WPS Staff Code of Conduct**
- **WPS Behaviour and Discipline Policy**
- **WPS Anti-Bullying Policy**
- **WPS Intimate Care Policy**
- **WPS PHSEE Policy**
- **WPS SMSC Policy**
- **WPS Missing Child Procedures**
- **WPS Procedures for Use of Digital Devices & Media (including cameras and mobile phones)**
- **WPS Health and Safety Policy**
- **WPS Computing Policy (including e-safety)**

These policies can be found in the WPS Safeguarding Handbook in School.

Safeguarding Definition:

In relation to children and young people, safeguarding and promoting their welfare is defined in '*Working Together to Safeguard Children*' [March 2015] as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

'Children' includes everyone under the age of 18.

A Child centred and coordinated approach to safeguarding

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children, in identifying concerns, sharing of information and ensuring prompt action is taken. Safeguarding is defined as protecting children from maltreatment, radicalism, damage to health and/or development, ensuring that children grow up within safe and effective care and optimising their life chances.

All children, without exception, have the right to protection from abuse regardless of disability, sex, gender reassignment, race, religion or belief, or sexual orientation (Equality Act 2010).

In order to fulfil this responsibility effectively, all professionals should make sure that their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.

If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

Everyone in the school shares an objective to help keep children and young people safe by;

- creating and maintaining a safe learning environment, promoting safe practice and eliminating any unsafe practice
- ensuring all staff know who the designated safeguarding lead is and understanding their own roles and responsibilities
- Understanding and following child protection and staff behaviour policies
- Reading and following Part 1 of KCSIE (Sept.2016) and Annex A
- Identifying children early and discussing concerns with designated safeguarding lead early.
- preventing unsuitable people from working with children and young people;
- identifying where there are child welfare concerns, taking action to address these in partnership with other agencies if required
- contributing to effective partnership between all those involved with providing services for children
- preventing children from being subjected to radicalism of any sort
- identifying pupils affected by political indoctrination
- raising concerns about any practice they regard as poor or unsafe safeguarding procedures with senior leaders or by using procedures in the whistleblowing policy.

The implementation and effectiveness of the safeguarding/Child Protection and related policies and procedures are reviewed and endorsed annually by the governing body. It applies to all staff and volunteers. Parents are informed of the policy and procedures through the website and the school prospectus. The policy is available in hard copy on request to the School office. The safeguarding/child protection policy and procedures are also reviewed at regular intervals by the DSL and Senior Management Team (SMT).

The governing body, teaching and support staff and volunteers take all concerns and allegations most seriously and will respond appropriately. This will normally involve immediate, informal, confidential referral to the Local Safeguarding Children Board [LSCB]. In emergencies and in cases involving suspected female genital mutilation the Police will be contacted. From **October 2015**, it has been mandatory for **teachers** to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's designated safeguarding lead and involve children's social care as appropriate.

In cases where it is suspected that pupils have been exposed to being radicalised the local authority Prevent contact will be informed immediately and their advice acted upon. In the case of allegations of abuse against teachers and other staff, the local authority designated officer [LADO] will be informed immediately and their advice followed.

The school is committed to the Safe Recruitment, including the selection and vetting, of all staff and volunteers. The school takes all possible steps to ensure that unsuitable people are prevented from working with children through its recruitment practices, Disclosure and Barring Service [DBS] checks and Induction procedures (see WPS Recruitment, Selection and Disclosures Policy and Procedure). This adheres to the 2009, 2012, 2013 and March 2015 legislation regarding referrals to the Disclosure and Barring Service [DBS] [formally the Independent Safeguarding Authority]. The school also checks that all those employed as teachers, head teachers or senior managers from April 2014 are not subject to the appropriate prohibition order issued by the Secretary of State. All staff who have contact with Early Years children and pupils up to the age of eight in before and after school care, are made aware, at induction, of their obligations regarding disqualification by association with another who falls into the barred category (January 2015) and are reminded of these obligations annually. All staff sign an annual Safeguarding Statement to confirm that they are aware of their obligations.

The School does not use corporal punishment. Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary is

used and any action taken is to restrain the pupil. If a member of staff takes action physically to restrain a pupil a written report is made, as soon as is practical, and sent to the Headteacher.

In the Early Years the school aims to provide particularly strong care and nurture, recognising the needs and vulnerability of our youngest charges. As a result, we set out to offer appropriate physical contact when this is judged necessary by our professional and experienced staff.

Safeguarding children and young people and promoting their well-being is more than just child protection. In order to safeguard children and young people and ensure their personal development, we have safeguarding at the heart of our purpose.

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and for some, a sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

Wilmslow Preparatory School will endeavour to protect all its pupils from and minimise the risk of any kind of abuse, including on-line risks and peer on peer abuse, through/by:

- The provision of a broad and balanced curriculum and teaching and learning opportunities that assist pupils to make good choices about safe and healthy lifestyles and building resilience and informs them who to approach if their health, safety or welfare is threatened.
- The school ethos. This promotes a positive, supportive, secure environment. It gives pupils a sense of being valued and helps all to fulfil their potential, regardless of their background or circumstances
- The provision of a safe learning environment where pupils are listened to, feel safe and secure; do not experience bullying, racism, homophobia or other types of discrimination and where medical needs are met.
- Vigilance and the early identification of pupils with additional needs, liaison and working in partnership with other agencies such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- The school behaviour policy that supports all pupils.
- Being vigilant towards changes in behaviour and attitude.
- Ensuring that when a pupil who is the subject of a Child Protection Plan (formerly referred to as the child protection register) leaves, their details are transferred to the new school immediately and the child's social worker is informed.
- The provision of a pastoral care system which ensures pupils' self-awareness of safeguarding and welfare matters are developed at levels appropriate to their maturity, through curricular and extra-curricular events. These may include, for example, PSHEE, circle times, form times and house meetings, where a trusting climate is established and pupils talk and share their thoughts and feelings.
- A commitment to safer recruitment procedures in line with KCSIE 2016.
- Training all staff to recognise types and signs of abuse and signs of radicalisation and extremism.
- Ensuring that any visiting speakers are suitable and appropriately supervised; the member of staff organising the visit should discuss the content beforehand to ensure that it is suitable. Identity will be checked on arrival and no visitors to School will be left unsupervised whilst with the children.
- Assessing risks and developing and implementing robust safeguarding policies and procedures.
- Developing and implementing robust school policies and procedures, including those for Computing, use of social media and online safety.
- Raising pupils' awareness of the dangers of the internet and social media as a vehicle through which they can be contacted and subjected to radicalisation and grooming
- Encouraging amongst all staff a culture of listening to children and taking account of their wishes and feelings.
- Recognising that a child will choose who they want to speak to and that this could be any member of staff or a volunteer.

- Actively promoting fundamental British Values which include democracy, rule of law, individual liberty and mutual respect and tolerance.
- Developing positive partnerships and nurturing a commitment to an open and honest relationships with mothers, fathers and carers at all stages of a pupils' education.
- Identifying a point of contact in terms of safeguarding (DSL Mrs H Rigby, DDSL Mrs L Pierce (EYFS) or Miss Shaw).
- Reassessing concerns when situations do not improve and challenging inaction.
- Assisting pupils to gain the skills and knowledge to become effective citizens who are not influenced by indoctrination of any kind

In line with the school E-safety policy staff may take photographs and make videos of pupils in the course of their daily work, providing they have previously informed senior management of their intention and their proposals are accepted. Any photographs or videos should only be taken on devices registered by School and should be retained centrally on the school's own database. Information and guidance on the use of mobile phones and cameras is contained in separate policies

The Management of Safeguarding

Everyone within Wilmslow Prep must be familiar with, and follow the procedures for, promoting and safeguarding the welfare of the children and know who to contact to express concerns about a child. **All** staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Staff should also be able to distinguish between a safeguarding concern and a child who is in immediate danger or at significant risk of harm. WPS will ensure that mechanisms are in place to assist staff to understand and discharge their roles and responsibilities.

Any staff member who has a concern about a child's welfare should follow the referral processes and procedures in line with this policy. Staff may be required to support other agencies and professionals in an early help assessment.

Detailed information on *early help* can be found in Chapter 1 of 'Working Together to Safeguard Children'.

Everyone must remember that an allegation of child abuse or neglect may lead to a criminal investigation. Under no circumstances should anyone within WPS begin to carry out their own investigation into suspicions or concerns about a child. This is the role of the statutory services and any concerns or worries should be passed to the DSL (Designated Safeguarding Lead, Mrs H Rigby)/appropriate agencies or professionals.

Categories of Abuse

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse. Including honour based violence and female genital mutilation
- Emotional abuse
- Sexual abuse
- Neglect
- Radicalisation

Neglect, physical abuse, sexual abuse or emotional abuse can be inflicted or knowingly not prevented, usually by adults towards children. In the majority of cases the adult is somebody known and trusted by the child, for example, a relative or close friend of the family. Some individuals seek to use voluntary and community organisations to gain access to children. It is necessary to have an open mind when the possibility arises that a member of the school is suspected of abuse or inappropriate activity.

Physical Abuse can include physical harm caused by hitting, shaking, burning, biting, suffocating or drowning, poisoning or giving a child alcohol or drugs without care and consideration for the child's health. It can also include not acting to prevent injuries, by intentionally putting the child at risk or by not paying reasonable attention to the child's care and safety.

Honour based violence/Female Genital Mutilation - whenever a teacher or member of staff suspects this to have been carried out, it is **mandatory** for them to report such to the police **without delay**. They usually also report to the DSL, who will involve children's social care.

Emotional abuse may involve telling a child frequently that he/she is worthless, unloved, inadequate. In households where domestic violence takes place studies have shown that there can be a detrimental effect on children who can be as upset by observing the violence taking place as being hit themselves. It may involve overprotection, limiting a child's experiences or preventing a child from interacting with others. *Bullying* is another type of behaviour that could, in certain circumstances, be considered as a form of abuse. Bullying is deliberate, hurtful behaviour, usually repeated over a period of time where it is difficult for those being bullied to defend themselves. Bullying can be verbal, electronic, written and/or physical. See the WPS Anti-bullying Policy.

Sexual abuse occurs when a child is exploited through the power, authority or position of another person who uses the child to gain gratification for their own sexual needs. It can involve engaging a child in all forms of sexual activities, whether by penetration or non-penetrative acts. It may also include making a child watch sexual activities or grooming a child in preparation for sexual activity.

Sexual Exploitation - children can be exploited for money, power or status. This may involve humiliating assaults or the exchange of sexual activity for money, gifts, affection. It does not always involve physical contact and can happen online.

Neglect is where the child's basic needs of food, clothing, hygiene, shelter, emotional, health care or education are not met by the adults who look after the child. It includes children unable to look after themselves; perhaps due to their age and level of development they are left unsupervised to fend for themselves. As a result, the child may be at danger whether in their own home or elsewhere.

Identification of different categories of abuse and neglect

All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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

Recognition of Safeguarding issues and abuse

Child abuse can and does occur both within a child's family and in institutional or community settings. School staff are in contact with children all day and are in a strong position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have '*reasonable suspicion*' and under the Children Act 1989, this definition has been extended to include '*or may suffer in future*'.

All staff need to note that generally, in an abusive relationship the child may begin to:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

A pupil who is in danger of being radicalised may;

- Detach themselves from their peers
- Become very secretive
- Remote themselves from any social activities in the school

- Use language reflecting indoctrination or radicalisation
- Be constantly on the internet or social media

A pupil who is being sexually exploited may present as any of the following;

- Displaying the appearance of unexplained gifts and possessions
- Younger children with much older girl/boy friends
- Older children suffering from STI or becoming pregnant
- Children who are emotionally disturbed
- Children who are missing from school for no reason

Safeguarding issues may also arise from;

- Bullying/cyberbullying
- Domestic violence and drug use
- Faith abuse
- Mental health issues
- Sexting
- Gang problems
- Children missing from education

Annex A of KSCIE (Sept 2016) should be read by all staff in relation to information about specific forms of abuse and, in relation to children missing from education, the government's departmental advice on 'children missing education' will be followed.

Schools must inform the local authority when it is aware that;

- A child is to be taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- A child has ceased to attend school and no information has been offered about a receiving school
- A child has 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,
- A child is in custody for a period of more than four months due to a final court order and the proprietor/ Governors does not reasonably believe they will be returning to the school at the end of that period;
- A child has been permanently excluded
- A child fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more
- A child is added or removed from the school register at non-standard transition times, i.e. where a compulsory school-aged child leaves a school before completing the school's final year or joins a school after the beginning of the school's first year. In the case of non-standard admissions, the notification is to be made within 5 working days of the entry on the admission register.

Preventing pupils from being targeted to participate in radicalism or terrorism

The school will, in response to section 26 of the Counter-Terrorism and Security Act 2015, have due regard to the need to prevent pupils and staff from being drawn into terrorism. This is known, in brief, as the Prevent Duty. The school takes the following actions;

At the beginning of every term the DSL, DDSL, governor responsible for safeguarding and senior managers, in partnership with LADO, assess the influences and risks to which pupils may be exposed within the school, the locality, the social media, the internet and their homes. The results of the risk assessment will be recorded by the DSL.

If any risks or influences are discovered the above team formulate strategies to eliminate them and inform all staff of such strategies and dangers immediately.

The Designated Safeguarding Lead (DSL)

The name of the practitioner who has lead responsibility for safeguarding children at WPS is Mrs. H. Rigby.

The DSL will receive appropriate training, in line with that of the Local Safeguarding Children's Board, which for this school is Cheshire East. The training will be repeated at least every two years. The training will ensure the DSL will:

- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Receive higher level training in the LSCB's 'Prevent' strategy to be able to assess the risk of children being radicalised and drawn into support for the extremist ideas that are part of terrorist ideology and to identify pupils at risk of radicalisation.
- If local LSCB training is unavailable for a time, the DSL will undertake training in the Channel programme, which focuses upon providing support and protection for those identified as being vulnerable to terrorist propaganda (see Channel guidance, published by the Home Office October 2012 and updated April 2015)
- Be conversant with local inter-agency working protocols and training in the LSCB's approach to *Prevent* duties.
- Sharing an understanding with local partners and parents of the potential risks of radicalism and terrorism in the local area
- Be aware of, and support, any pupils at risk of radicalisation
- Ensure all staff are informed of any updates the DfE makes to KCSIE.
- Be skilled in contributing to inter-agency procedures
- Be able to attend and contribute to the above effectively when required to
- Know how to contact a range of local agencies and how to work with them in resolving issues
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand how to maintain detailed, accurate, secure written records of concerns and referrals
- Know how to access a range of resources
- Attend any relevant or refresher training courses at least every two years.
- Encourage staff to increase their skill in listening to children and taking account of their wishes and feelings
- Ensure that all who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that training is updated at least every three years.
- Ensure that newly appointed staff receive child protection training as part of their induction prior to the commencement of their work with pupils.
- Ensure that all staff and volunteers are aware of the Local Authority Safeguarding Children Board Child Protection Procedures
- Ensure that, should the school have a pupil placed in it who is looked after by a local authority, staff have the skills, knowledge and understanding to keep such a child safe.
- Ensure that induction training for all staff, including temporary staff and volunteers includes;
 - The WPS Child Protection policy and the identity of the designated lead & deputy designated lead.
 - The WPS Staff Code of Conduct, including the Acceptable Use of Technology policy and procedures and Whistleblowing policy and procedures
 - A copy of Part 1 of KCSIE and Annex A
 - Information about emergency evacuation procedures
 - The WPS Equal Opportunities Policy
 - Health & Safety information.
- Support the work and training of the Deputy Designated Safeguarding Lead.
- Ensure, in consultation with senior managers, that no areas of the curriculum contain any forms of political indoctrination

Everyone at Wilmslow Prep must know that Mrs. Rigby is the DSL and that she can be contacted at any time during the school day or at home in the evenings and holidays.

It is **NOT** the role of the School to decide whether a child has been abused or not. However, it is everybody's responsibility to ensure that concerns are shared and appropriate action is taken.

It is **NOT** the role of the School to investigate any allegation of child abuse. This is the role and duty of Social Care and the Police.

The Staff

- All staff will attend refresher training at least every three years, which will be in line with advice from the LCSB, and include *Prevent* awareness and on-line safety.
- Additional designated safeguarding staff will be trained to the same level as the DSL.
- All staff, irrespective of their date of appointment, are expected to read and be familiar with at least Part 1 of KCSIE (September 2016) and Annex A. The school will ensure any staff who have difficulties with English will receive assistance to ensure they fully understand the text.
- All staff will be informed of their duties regarding 'Disqualification by Association' requirements and must comply with government and school expectations, duties and procedures.
- All staff will receive training on the Code of Conduct and Whistleblowing policies
- All staff will have direct access to and are required to be familiar with the WPS Safeguarding Handbook which includes additional information and all relevant policies which refer.
- All staff will be updated of changes in safeguarding requirements, as and when they arise, by the DSL and are required to read and respond to updates appropriately.
- All staff will receive 'Prevent' awareness training, in line with LSCB advice, to give them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know to whom they refer children and young people for further help
- All staff will be informed of any updates in KCSIE as soon as they occur.
- All staff will understand how to identify risks to pupils regarding female genital mutilation and terrorism and know what actions to take immediately they suspect any instance of such.
- All new members of staff, including part-timers, temporary, volunteers, visiting and contract staff working in school, will receive induction training that includes basic information on;
 - The WPS Child Protection policy and the identities of the DSL & DDSL.
 - The WPS Staff Code of Conduct, including the Acceptable Use of Technology policy and procedures and Whistleblowing policy and procedures
 - A copy of Part 1 of KCSIE and Annex A
 - Information about emergency evacuation procedures
 - The WPS Equal Opportunities Policy
 - Health & Safety information.

The Governing Body

The Governing Body as a whole has overall responsibility for ensuring that safeguarding policies and procedures meet legal and regulatory requirements and that pupils are suitably safeguarded at all times. The governors monitor the discharge of all statutory responsibilities regularly and robustly and utilise the expertise of their staff when shaping safeguarding policies.

The Governing Body ensures that:

- Effective child protection policies and procedures (including children missing from education) are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- The school follows safe recruitment procedures (WPS Recruitment, Selection and Disclosures Policy and Procedure refers) and the single central register of staff is in order, ensuring provision meets statutory requirements and advice.
- School safeguarding and child protection policies are up to date and risks assessed at regular intervals. Areas requiring action are dealt with immediately and any deficiencies or weaknesses are remedied without delay.
- Appropriate filters and monitoring systems are in place to ensure online safety for pupils.
- School policy incorporates advice for monitoring pupils with SEND when concerns re safeguarding are raised

- The DSL is of suitable 'status and authority' to take responsibility and carry out the role.
- The DSL has received higher level training in the Prevent Duty procedures.
- Staff /volunteers attend relevant child protection training that is in line with local authority training, including training in line with Prevent Duty procedures.
- Staff know and understand how children can be radicalised, are aware of how to recognise changes in pupils' behaviour that could indicate such and know what to do if this happens.
- Staff understand Female Genital Mutilation and know what to do if they suspect this may have taken place.
- Allegations are managed swiftly, correctly and safely.
- Any information required by the local authority regarding safeguarding is passed to them swiftly.
- A member of the Governing Body is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher.
- Safeguarding matters are placed on governors' agendas to ensure they are constantly informed of changes and concerns by the Headteacher, the DSL and the nominated governor.
- The safeguarding governor meets regularly with the DSL and conducts an annual review of staff knowledge and the efficiency and implementation of safeguarding procedures. This review involves the scrutiny of the training records of staff, safeguarding issues dealt with over the year, how they have been handled and the contribution the school has made to multi-agency working. Governing body meeting minutes record the form and findings of the review fully.
- Staff follow requirements of the Staff Code of Conduct and behaviour.

Safeguarding of Children Child Protection Procedures

Procedures to follow if you have concerns about a child being abused

It is our aim that all pupils receive the right help at the right time. It is important to act upon early concerns swiftly so that they do not escalate. We consider it vital to keep clear and full records, to listen actively to pupils' views, to reassess the situation regularly, take further actions when required and challenge inaction.

We follow the guidance contained in the KCSIE (Sept. 2016) document flow chart, page 9.

All staff must be alert at all times to possible signs of abuse, radicalisation and extremism. If any member of staff is concerned about a child, he or she must question behaviour, ask for help and;

- Inform the school's DSL or in their absence the Deputy DSL without delay.
- The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. A copy of the proforma for a general safeguarding concern is attached as Appendix 1 of this document. A copy of the proforma for a concern regarding radicalisation or extremism is attached as Appendix 2 of this document.
- The DSL will contact the LADO without delay. The DSL will then, under the guidance of the LADO or the Local Safeguarding Children Board, decide what action will be taken, including whether a formal referral should be made. Consultation in this way is done as a first action, as soon as practicable and certainly within 24 hours of the disclosure or suspicion of abuse.
- If it is decided to make a formal referral this will be done under advice from the LSCB and normally with prior discussion with the parents, unless to do so would place the child at further risk of harm.
- Children who are in need of additional support from one or more agencies will be reported to the LADO for inter-agency assessment using local processes, including use of The Common Assessment Framework and Team around the Child approaches (TAC). Whilst the decision to seek support for a pupil will normally involve consultation with parents, parental consent is not required if the school believes a pupil to be at risk of significant harm.
- Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan (formerly referred to as the Child Protection Register) and a written record will be kept.
- All absences will be checked speedily and any concerns over repeated absence or other unusual absences will be followed up and reported to children's local authority personnel.

Please note:

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.

Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

(See Appendix 6 for 'Action to be taken when concerned about a child' - a summary and Appendix 4 for contact telephone numbers and useful web)

Procedures to follow when responding to disclosure/allegations of abuse against someone not working at Wilmslow Preparatory School, including pupils (peer on peer abuse – see Appendix 7)

ALLEGATIONS INVOLVING OTHER PUPILS/PEERS

In the event that one pupil makes a disclosure about another pupil the general principles of listening and reporting to the DSL remain the same.

At all stages school and LCSB guidance must be followed.

Many factors could lead to one pupil abusing another. On occasion they themselves are being abused. Each disclosure will be treated purely on the facts. Although no one prescribed solution can be regarded as a best fit, the procedures below must always be followed. The reporting arrangements for all forms of abuse include making contact with a welfare agency within 24 hours of a disclosure of abuse. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' If this is so, then the school's anti-bullying policy and procedures should be followed.

Actions to be taken-

- Use the school record of concern sheet to record disclosures (Appendix 3)
- Listen to what is being said without displaying shock or disbelief
- Accept what is being said and allow the child to talk freely
- Reassure the child, but do not make promises which it might not be possible to keep
- Do not promise confidentiality – it might be necessary to refer to others who will be able to help.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct, or leading, questions
- Allow the child to continue at her/his own pace.
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer
- When recording what was said, use the child's own words – noting the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Also record any noticeable non-verbal behaviour.
- Record statements and observations rather than interpretations or assumptions
- Draw a diagram to indicate the position of any bruising or other injury
- Do not criticise the alleged perpetrator
- Explain to the child what has to be done next and who has to be told
- All records should be passed to the DSL immediately – No copies should be retained by the member of staff or volunteer. This includes the original notes as these constitute prima facie

evidence and may be needed by a court. Records should be kept by the DSL in a secure, designated file separate from the child's academic records.

- The advice of the LADO will be sought and considered when the DSL communicates with the individual involved and the parents involved.

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional team of DSL and child protection agencies, following a referral from the DSL.

If the allegation is one of sexual abuse or the child is at risk, then the parents/carers should **not be** approached prior to contacting Social Care or the Police.

When speaking to parents/carers, of concerns, the problems need to be discussed, an agreement sought and the reason for making the referral explained.

A careful record will be kept of all these discussions, which will be kept confidential by the Headteacher.

If the parents/ carers are not prepared to meet or do not agree with the School, it is important to remember that the safety of the child is always paramount and subsequent actions will follow the advice of the LADO.

In the event of a disclosure about pupil on pupil abuse, it is important that all children involved, whether alleged perpetrator or victim, are treated as being 'at risk'.

Support for staff

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Lead.

At all times, everyone must ensure that the child's wishes and feelings are taken into account. Any systems and processes should operate with the best interests of the child at their heart.

ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

If any allegation of abuse is made against a member of staff, a volunteer or the member[s] of staff responsible for safeguarding, the LSCB procedures will be followed and the Headteacher should be informed by the person who received the allegation of abuse, without delay. All unnecessary delays will be eradicated. The school will not undertake its own investigations of an allegation without prior consultation with the local authority designated officer (LADO) or team of officers (LADO(s)) or, in the most serious case, the police, so as not to jeopardise statutory investigations.

In the case of serious harm, the police should be informed from the outset.

The school will have regard to the guidance given in Part 4 of KCSIE (2016).

In the Headteacher's absence the Chair of Governors will be informed. Where an allegation is made against the Headteacher, the person who receives the allegation should inform the Chair, who will contact the LADO. The Headteacher must not be informed of the allegation prior to contact with the chair and LADO.

Allegations will be resolved as speedily as possible. All discussions held will be recorded in writing. The school must decide the action to take and, whether this be suspension or otherwise, decisions will be made together with the LADO. The advice of the LADO will also be considered when communicating with the individual and the parents involved. In borderline cases, discussion with the LADO(s) can be held informally and without naming the school or the individual.

The school will take all care to ensure confidentiality during the process and will avoid publicity. Confidentiality will be maintained until the person involved is charged or the DfE/ NCTL publish details about the investigations as part of disciplinary procedures.

Whenever it is alleged that a member of staff/volunteer who has contact with a child in the personal, professional or community life may have

- Behaved in a way that has harmed a child or may harm a child
- Possibly committed a criminal offence against a child
- Behaved towards a child that indicates that he/she is unsuitable to work with children,

then;

- The person to whom the allegation is first reported must inform the DSL immediately.
- If the DSL is absent, or the DSL is the subject of the allegation, the allegation should be passed to the Chair of Governors. As the DSL at WPS is the Headteacher, the Headteacher will not be informed in these circumstances.
- The Chair of Governors is Mr N Rudgard. He may be contacted via the School Office.
- The DSL/ Chair of Governors will contact the LADO immediately and at the latest within one working day of allegations being reported.
- In the most serious of circumstances the DSL/Chair of Governors will contact the police.
- Discussions with the LADO will be recorded in writing.
- The DSL/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, before consulting the LADO, to assess the situation and agree the next steps.
- The DSL/Chair of Governors will, as soon as possible, and following briefing from the LADO, inform the subject of the allegation, providing as much information as possible at the time.
- The recipient of the allegation must not investigate nor ask leading questions if seeking clarification and must not make assumptions.
- Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.
- The recipient should make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present.
- The written record should be signed and dated and, in the case of an allegation against a member of staff, passed immediately to the DSL/Chair of Governors.
- If the DSL/Chair of Governors is absent, the written report should be passed to the Safeguarding Governor, Mr D Vanstone.
- The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

In all allegations the school will decide upon whether the allegation is;

Substantiated: there is sufficient evidence to prove the allegation;

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

False: there is sufficient evidence to disprove the allegation;

Unsubstantiated: there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

In all cases the School will share all relevant information about the person who is the subject of the allegation and the alleged victim, with all agencies involved.

If it is decided that the allegation is unsubstantiated or malicious and does not meet the threshold for further referral, the DSL/Chair of Governors and the LADO will consider the appropriate course of action e.g. a joint evaluation meeting or an internal investigation. The DSL/Chair of Governors will, as soon as possible following briefing from the LADO, inform the subject of the allegation. If the allegation is being dealt with by the DSL, The Chair of Governors will be kept informed at each stage. In the case of the allegation being against the DSL, the Chair of Governors, together with the LADO, will inform the DSL of the allegation and of the actions to be taken, the time scales involved and the persons involved.

In the case of the allegation being against the Headteacher, the Chair of Governors, together with the LADO, will inform the Headteacher of the allegation and of the actions to be taken, the time scales involved and the persons involved.

If it is decided that the allegation is substantiated and meets the threshold for further action the DSL/Chair of Governors must follow the guidance given by the LADO. In response to an allegation, staff suspension will not be the default option. Staff against whom an allegation is made are not automatically suspended, except in the case of an immediate referral to the child protection agencies or police. However, the DSL/Chair of Governors, following discussion, may find it necessary to suspend the member of staff at any stage during an investigation until the matter has been investigated. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual. The School will follow, as appropriate, the disciplinary & dismissal procedures as detailed in the individual's contract of employment.

Allegations found to be unsubstantiated, malicious or false will be removed from personnel records. Unsubstantiated, malicious and false allegations will not be referred to in employer references. Pupils found to have made malicious or false allegations may have breached the WPS Behaviour Policy. The school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or, indeed, referral to the police if there are grounds for believing a criminal offence has been committed.

If an allegation is found to be malicious or false, every effort will be made to restore the good name of the member of staff. Recognising that a false allegation may be a strong indicator of a pupil's problems elsewhere, further exploration may be required. If an allegation is determined to be unsubstantiated, false or malicious the safeguarding lead may, in liaison with the LADO, refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In extreme cases the DSL/Chair of Governors, may be required to take action in line with the School's Pupil Exclusion Policy. Details of malicious allegations are removed from personal records and will not be included in employer references.

The member of staff who is the subject of the allegation will be informed orally and in writing that no further action is necessary and will be offered support which may take the form of counselling and/or professional advice. The child's parents will be informed in writing of the false allegation and the outcome. Appropriate counselling and support will be considered for the child who has made the false allegation.

If the allegation is substantiated and the member of staff is dismissed or the school no longer uses his/her services, then the Disclosure and Barring Service (DBS) and the National College for Teaching and Leadership [NCTL] must be informed. The school has a requirement to report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children; the address for referrals is PO Box 181, Darlington DL1 9FA (tel: 01325 953 795).

During the reporting and investigation of allegations the school will make every effort to maintain confidentiality and to guard against unwanted publicity. This will continue until the point where an accused person is charged with an offence or the DfE/NCTL publishes information about an investigation or decision in a disciplinary case.

For all allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. Further guidance is given Keeping Children Safe in Education (2016).

The school is under a duty to make a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and the school may be removed from the register of independent schools. The relevant legislation is contained in The Education (Provision of Information by Independent Schools) (England) Regulations 2003. Compromise agreements cannot apply in this connection. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

Support for Staff:

The school has a duty of care to its employees. The school hopes to create a caring environment where staff feel able to raise concerns and feel supported in doing so. If staff should experience a situation that is an emergency or extremely urgent they may make a direct referral to external agencies.

Being the subject of an allegation is traumatic for any member of staff, no matter how sensitively it is handled. Everyone who works with children is potentially at risk and must aim to minimise the risk. The school will act to minimise the stress inherent in allegations and disciplinary investigations and processes. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual may be advised to contact their trade union representative, if they have one, or a colleague for support. They may also be given access to welfare counselling or medical advice if considered appropriate.

Record Keeping, Confidentiality and Information Sharing

Record full information about the child at the first point of contact, including names(s), address(es), gender, date of birth, name(s) of person(s) with parental responsibility (for consent purposes) and primary carer(s) if different. This information must be kept up to date.

In all situations it is vitally important to record the details of an allegation or reported incident

An accurate note should be made of:

- date and time of the incident or disclosure
- people who were involved
- what was said or done and by whom
- any action taken by the School
- any further action e.g. suspension of a worker
- names of persons reporting and to whom

The record should be clear and factual as it may be needed by child protection agencies. It should be stored securely.

All recordings should be completed immediately or at the earliest opportunity and must not be left until the following or later days as this may contaminate the information that may be used as evidence in any prospective court proceedings.

The standard proforma for the recording of any disclosure can be found in Appendix 3

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children within appropriate professional contexts, particularly with the investigative agencies (LSCB and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

Further details on information sharing can be found in Chapter 1 of 'Working Together to Safeguard Children'.

Children missing from education

The School will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. In some circumstances, the School has a legal duty to report absences to the Local Authority.

Recruitment

WPS is committed to the safe recruitment of staff, including visiting teachers and visitors. Our WPS Recruitment, Selection and Disclosures Policy and Procedure refers.

Special Educational Needs (SEN)

WPS recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
 - children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
 - communication barriers and difficulties overcoming these barriers.
- Staff should remain aware of these challenges and take into account potential additional barriers when assessing concerns.

Mobile devices/digital media/social media

WPS has strict procedures regarding the use of mobile devices/digital media/social media. The following procedures (supported by the staff code of conduct) are in place to ensure the Safeguarding of our pupils:

- The use of mobile phones is prohibited in School except in specified designated areas, which are the staffroom, workroom, the Bursar's office and the Headteacher's office. Staff must keep their handbags and any mobile phones out of the reach of children at all times.
Parents and visitors are asked to take and make calls outside the School premises. Posters are displayed around School to advise & remind parents of this and staff should stop and advise any visitor who is not complying with this request.
- Any photographs and/or videos of children must be taken/stored on **Wilmslow Prep School devices only** and staff are not permitted to use their personal devices for this purpose.
- A School mobile phone is available for staff to take out on School trips so that they can be contacted by School if needed and can make emergency contact calls if needed.
- School Cameras and mobile phones must be stored in School and only taken off the premises for the purpose of a School trip/visit.
- Surnames of children must not be used in any published documentation intended for internal or external marketing purposes, including the newsletter and our annual magazine Prep Talk, without

specific permission from parents. If we are asked by the media for surnames (e.g. Wilmslow Express) parental permission **MUST** be sought on **every** occasion.

- Specific information about forthcoming events must not be given in advance via social media.
- Parents agree to use of photographs to be used for general marketing purposes when they sign the School contract and the registration form. Any requests by a parent to exclude their child from this process must be adhered to fully.
- All photographs and articles to be distributed electronically or in hard copy via the website, Twitter, Facebook, any other social media forums or the local press **MUST** be checked & approved by either the Headteacher or the Bursar before they are used/sent out.

The WPS Staff Code of Conduct refers (this document can be found within the WPS Safeguarding Handbook)

The Management of Safeguarding

The role of the Designated Safeguarding Lead is to:

- Maintain an overview of safeguarding within the school
- Ensure all staff implement the safeguarding policy effectively
- Receive appropriate higher level training in line with LCSB procedures, including the LCSB Prevent Duty procedures
- Ensure all staff know who to contact if they cannot find the DSL quickly
- Ensure that, for any out of hours or school visits activities they have arranged adequate and appropriate cover
- Ensure school policies and protocols take account of those set up by the LCSB.
- Open channels and communicate effectively with local statutory agencies
- Communicate well both verbally and in writing, to a high standard both in school and as a representative of the school at external agency meetings
- present a calm and efficient disposition in a crisis
- follow procedures accurately and make informed decisions
- adapt swiftly to changing regulations
- lead a staff team and monitor, evaluate and record their effectiveness in implementing safeguarding procedures
- train a staff team in safeguarding procedures, including those relating to the Prevent Duty
- be an effective member of an inter-agency, local authority team
- listen objectively, actively and non-judgementally
- write clear, full and informative reports for external agencies, senior managers, governors and external agencies.
- understand the assessment process for providing early help and intervention through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required.
- Work with the safeguarding governor to undertake a full review of all aspects of safeguarding annually and assist in providing a comprehensive written report for the governor body
- The Designated Safeguarding Lead will refer all cases of suspected abuse to either/or;
 - The local authority children's social care unit
 - The local authority designated officer (LADO) for child protection concerns (particularly all cases which concern a staff member)

- The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- In consultation with the Headteacher, and informing the safeguarding governor, consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Where a referral has been made to the DBS, it is unnecessary to contact NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral.
- The police (cases where a crime may have been committed).
- Instances of suspicion of Female Genital Mutilation will be referred to the police and LA Prevent officer immediately
- Instances of political indoctrination and suspected radicalisation will be reported to the LA Prevent officer, senior managers and the police.

The Designated Safeguarding lead will;

- Ensure that the school operates within legislative frameworks and recommended guidance.
- Liaise with Deputy Designated Safeguarding Lead (DDSL) regarding;
 - ongoing enquiries under section 47 of the Children Act 1989 and police investigations
 - referring of cases of suspected abuse regarding children in need to the local authority children’s social care unit
 - referring child protection concerns (all cases involving a staff member) to the local authority designated officer (LADO)
 - referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
 - referring cases where a crime may have been committed to the police
- Inform the DDSL of contact with the LA Prevent officer and police re suspicion of female genital mutilation, political indoctrination or radicalisation.
- Liaise with parents, informing the DDSL (and if appropriate the LADO, children’s social care unit or police) of all meetings and discussions
- Ensure records of all meetings are clear, comprehensive and dated
- Act as a source of advice and expertise to staff on matters of safety and safeguarding
- When deciding whether to make a referral always liaise with relevant agencies for advice
- Cooperate with the safeguarding governor in the annual check of the safeguarding policy and procedures to ensure they are in line with statutory regulations and implemented correctly
- Be continually aware of any changes in statutory requirements and alter school documentation accordingly, informing governors and staff of any changes.
- Ensure all school records re safeguarding are comprehensive, updated and accessible
- Ensure children receive the right help at the right time by the right people, in order to address risks and prevent issues escalating
- Understand the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child and reassessing concerns when situations do not improve
- Monitor the effectiveness of policies and procedures, and the implementation of such, annually in cooperation with the governors safeguarding representative
- Act as a support to pupils and staff, follow up and document progress re all concerns regularly.
- Ensure the records of any pupil who leaves the school and has a child protection file are copied for the new school and the child protection file is transferred separately from the main pupil file
- Ensure child protection files are full, informative and contain all the information (duly dated) appertaining to the child in question, plus details of all communications with external agencies, parents and carers
- Ensure that accurate safeguarding records are kept in a secure location, separate from pupils’ academic files, and marked 'Strictly Confidential'

- Submit reports to, and ensure the school's attendance at, child protection conferences or case reviews. Contribute to decision making and commit to the delivery of actions planned to safeguard the child at such conferences or case reviews.
- Ensure any actions to be taken re children on the register are performed efficiently and the results monitored, recorded and evaluated
- Maintain a continuous overview of safeguarding within the school, recording findings clearly
- Ensure safeguarding maintains a high profile at staff meetings
- Organise regular meetings of all involved in safeguarding within the school, including the Early Years
- Ensure school policies such as the SMSC and IT policies incorporate the requirements of the Prevent Duty, enabling pupils to understand that terrorism is unacceptable and preventing any form of radicalisation in school.
- Ensure staff know how to identify changes in behaviour or other aspects of pupils' demeanours that may indicate radicalisation
- Ensure staff know how to report any suspicion of radicalisation
- Ensure staff receive regular training on how to identify radicalisation amongst pupils.
- The work of the designated safeguarding lead will be reviewed annually by the safeguarding governor.

The role of the Deputy Designated Safeguarding lead (DDSL);

- The DDSL will be fully conversant with the role and expectations of the Designated Safeguarding Lead (DSL), including all matters appertaining to the Early Years
- The DDSL will be available to support the DSL in whatever capacity is required
- The DDSL will have the knowledge and skill to perform the duties of the DSL when requested
- The DDSL will assume the role of DSL whenever requested and when the DSL is not on the premises
- The DDSL will attend training in line with local authority requirements at least every two years, at the same level as the DSL.
- The DDSL will support the DSL in ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse
- The DDSL will assist the DSL in producing reports for senior managers and governors
- The DDSL will understand the organisation and functioning of external agencies, including child protection cases and case conferences.
- The DDSL will support the DSL in attending child protection and case conferences
- In the absence of the DSL the DDSL will be responsible for dealing with all matters appertaining to safeguarding and will follow the school procedures accurately
- The DDSL will share information on all matters brought to his/her notice with the Headteacher (DSL) or Assistant Headteacher (in the absence of the Headteacher) and, should matters involve child protection, with the Local Authority Designated Officer (LADO) immediately, for advice.
- If relevant, the DDSL will share any concerns that are reported and involve the head teacher with the Chair of Governors as well as the LADO.
- The DDSL will support staff at all levels in their implementation of the school's child protection procedures.
- The DDSL should be observant and a good communicator.

The role and responsibilities of the LAC (looked after children) designated teacher;

- The designated teacher should have responsibility for helping school staff understand what affects how 'looked after children' learn and achieve.

- The designated teacher should promote a culture of high expectations and aspirations for how 'looked after children' learn
- The designated teacher should make sure the young person has a voice in setting learning targets
- The designated teacher should ensure that, where appropriate, 'looked after children' are prioritised in one-to-one tuition arrangements
- The designated teacher should ensure that carers understand the importance of supporting learning at home
- The designated teacher should have lead responsibility for the development and implementation of the 'looked after' child's individual or personal education plan (IEP)(PEP) within the school.

The role and responsibilities of the safeguarding governor;

Whilst the governors delegate a member of the governing body to be the designated safeguarding governor it must be remembered that safeguarding duties remain the responsibility of the governing body as a whole.

- Be familiar with Local authority and policy relating to Safeguarding and Child Protection and associated issues.
- Attend training for nominated Safeguarding and Child Protection governors.
- Attend training for general safeguarding issues that are in line with local authority requirements at least annually.
- Ensure a correct record of all safeguarding training, including that of governors' training is maintained by the DSL.
- Be familiar with the most recent ISI regulations regarding safeguarding, including safe recruitment of staff and the requirements re the central register of staff.
- Be fully conversant with the need to check EYFS staff with regard to the Disqualification by Association requirement.
- Be aware that the school must report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and who meets the DBS referral criteria. Ensure this is done promptly.
- Be aware of occasions when a referral to the National College for Teaching and Leadership (NCTL) is required when a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".
- Know that where a referral has been made to the DBS, it is unnecessary to contact NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral
- Be aware of the requirements of the Prevent Duty guidance and ensure it is implemented effectively throughout the school.

When ensuring school provision meets requirements the safeguarding governor will;

- Ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.
- Monitor appropriate policies, including the safeguarding and all attached policies, ensuring the safeguarding policy contains at least the following and is in line with locally agreed inter-agency procedures;
- Ensure the school meets requirements advised by Keeping Children Safe in Education and the ISI regulations regarding safeguarding
- Regularly check the school's arrangements for handling allegations of abuse against members of staff, volunteers and the head.

- Direct staff on what to do if they have a concern about a child or where one child is abusing another child
- Ensure the school has up-to-date information on how to recognise abuse
- Monitor the school's staff code of conduct/behaviour policy and recruitment procedures
- Review the management of safeguarding including the appointment of the designated lead and the job description of the designated personnel.
- Monitor the training of the designated lead, staff, volunteers and the head.
- Make arrangements for reviewing the school's child protection policies and procedures annually.
- Check the school's arrangements to fulfil other safeguarding and welfare responsibilities.
- Ensure the Designated Safeguarding Lead who has responsibility for responding to and overseeing safeguarding issues is suitably qualified and trained.
- Ensure there is at least one Deputy Designated Lead who has responsibility for responding to and overseeing safeguarding issues as delegated by the DSL, and who is also suitably qualified and trained.
- Where appropriate, ensure there is at least one Designated or Deputy Designated Lead to be responsible for the Early Years.
- Ensure that the Designated Safeguarding Lead supervises and supports the work, development and training of the Deputy Designated Safeguarding Lead
- Ensure that there are clear lines of accountability regarding safeguarding procedures.
- Ensure all staff know;
 - who are the Designated Safeguarding personnel
 - what the Child Protection policy contains
 - how to identify a child protection concern
 - what they do if they have any child protection concern
- Ensure the system for recording, storing and reviewing child welfare concerns is robust and secure.
- Liaise with the DSL about general child protection and broader safeguarding issues within the school.
- Meet regularly with the DSL in order to monitor the effectiveness of the implementation of the governing body's Safeguarding and Child Protection policy. It is recommended that this is at least a termly meeting.
- Provide reports to the governing body in respect of issues within the school to enable adequate oversight, understanding and development of solutions.
- Ensure that the training of all staff is up to date.
- Recommend governors attend appropriate safeguarding training either arranged by the school or externally to include, for relevant governors, training in respect of allegations against staff.
- Recommend at least one governor, who may be called to sit on the recruitment and selection panel for staff, has successfully completed accredited Safer Recruitment training or any future training that replaces this.
- Ensure interview panels are convened appropriately and safer recruitment practices are followed.
- Have oversight of the single central record, inspect it regularly and ensure it is up to date and maintained in line with guidance.
- Take account of how safe pupils feel when in school.
- Ensure the school constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' are implemented across all their work and embedded into the school ethos
- Ensure the school maintains regular communication and good relationships with external agencies available to support children and families
- Monitor progress against any outstanding actions required that have been decided upon following any safeguarding audit
- Ensure the school implements its procedures to prevent radicalisation effectively

Following a full annual audit of provision, the safeguarding governor should ensure that the governing body receives a report on the implementation of the school's safeguarding and child protection policy and procedures including:

- i. The date, time and manner in which the annual audit was completed
- ii. The arrangements that are in place for ensuring that the school's safeguarding and child protection policy is communicated to, understood and implemented by, all staff and how effective they are in practice.
- iii. Judgement upon the time and resources allocated by the school to the designated member of staff with lead responsibility for Child Protection
- iv. Information on the training attended by the designated person and deputy designated person over the year.
- v. Information on the training in safeguarding undertaken by all staff, including lunch time staff, administrative staff, catering, maintenance, and medical staff over the year.
- vi. Information on the effectiveness of the child protection procedures in the induction programme for all new people and volunteers in the school.
- vii. The effectiveness of the arrangements for ensuring safe recruitment procedures and appropriate checks on new staff and volunteers are completed in the required time.
- viii. The number of pupils currently on the Child Protection register
- ix. How effectively any issues linked to Safeguarding and Child Protection have been dealt with.
- x. Information on how well child protection issues are addressed through the curriculum.
- xi. The accuracy of the central register with regard to the most recent regulations

OTHER SAFEGUARDING ARRANGEMENTS

COMMUNICATION WITH PARENTS

The school's DSL will ensure that parents or carers of pupils have an understanding of the responsibilities placed on the school and staff for safeguarding children. This will generally be carried out through information given prior to pupils commencing at the school.

The parents or carers of a pupil involved in a case of abuse will be told about the allegation as soon as possible if they do not already know of it.

Where a strategy discussion is required, or police or children's social care services need to be involved, the DSL or head will not contact parents until all agencies have been consulted and have agreed what information can be disclosed. Parental consent is not required for a referral where the DSL believes a pupil is at risk of significant harm.

Parents or carers will be informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

The only members of staff to make contact with parents in any instance of abuse are;

- the DSL and Assistant Head if dealing with the abuse of a child by another child, and if the case involves the pupils' safety then the LADO may be involved.
- the DSL, Assistant Head, Chair of governors and LADO and in certain instances, the police, if allegations are made against a member of staff or the Head.

TEACHING CHILDREN HOW TO KEEP SAFE

Many school policies deal with ensuring pupils of all ages learn how to keep themselves safe in the school, the local community and the world around them.

Specific attention is paid to developing pupil's knowledge and ability to adjust their behaviours in order to reduce risks and build resilience, especially to radicalisation.

Pupils are helped to identify and understand the risks from adults or young people, posing to be friends, who use the internet and social media to bully, groom, abuse or radicalise other people, especially young people and vulnerable adults. Internet safety is integral to the school's Computing curriculum and is also embedded in PSHEE. By actively promoting and understanding of democracy and British lifestyle and the respect of all cultures the school encourages pupils to be responsible citizens. The main school policies promoting discussion on safety are;

- The E-safety (Computing) policy
- The Health and Safety policy
- The PSHEE programme

CHILDCARE

Staff responsible for before and after school care are subject to the rigours of the school safer recruitment procedures and the relevant Disqualification by Association requirements (Childcare Act 2006, Childcare [Disqualification] Regulations 2009).

The school early years childcare can apply to supervised activity for a child from birth until the 1st September following their fifth birthday and applies to all early years provision during and outside of school hours. Later years childcare refers to pupils under the age of eight. Later years childcare does not apply to after school clubs and health care.

WPS recognises that the use of technology has become a significant component of many safeguarding issues. WPS Computing policies and procedures take into account the guidance in Annex C of KCSIE 2016.

Monitoring and Review

The Governing Body and the Headteacher will undertake a review of this policy at least annually, including an update and review of procedures and their implementation.

Reviewed:	September 2013
Reviewed:	February 2014
Reviewed:	September 2014
Reviewed:	September 2015
Reviewed:	December 2015
Reviewed:	May 2016
Reviewed:	August 2016
Reviewed:	October 2016
Next Review:	On or before September 2017

Appendix 1



**WILMSLOW PREPARATORY SCHOOL
CONFIDENTIAL SAFEGUARDING CONCERN REPORT**

Name of Child: _____ Year Group: _____

Report Completed by: _____

Date: _____

Nature of Concern
Empty table body

Signed: _____

Date: _____

Please give this completed form to the Designated Safeguarding Lead (Mrs H Rigby) or the Deputy Designated Safeguarding Lead (Mrs L Pierce).

Further Action: (Completed by designated person)

<div style="display: flex; justify-content: space-between;"> Signed: _____ Date: _____ </div>

Appendix 2



WILMSLOW PREPARATORY SCHOOL CONFIDENTIAL RADICALISATION and EXTREMISM CONCERN REPORT

Name of Child: _____ Year Group: _____

Report Completed by: _____

Date: _____

Details of concern based on evidence you have seen or heard (please continue on reverse if necessary)

Signed: _____

Date: _____

Further Action: (Completed by DSL/DDSL)

Signed: _____

Date: _____

Please give this completed form to the Designated Safeguarding Lead (Mrs H Rigby) or the Deputy Designated Safeguarding Lead (Mrs L Pierce).

Appendix 3



**WILMSLOW PREPARATORY SCHOOL
CONFIDENTIAL SAFEGUARDING DISCLOSURE REPORT**

Name of Child: _____ Year Group: _____

Report Completed by: _____

Date: _____ Time: _____

Written Record of Disclosure:

Please record in as much detail as possible the disclosure made including information regarding name(s)/time(s)/action(s). Please continue on another sheet if necessary and attach it to the back of this proforma.

Signed: _____

Date: _____

***Please give this completed form to the Designated Safeguarding Lead (Mrs H Rigby)
or the Deputy Designated Safeguarding Lead (Mrs L Pierce).***

Further Action: (Completed by designated person)	
Signed:	Date:

Appendix 4 Staying Safe Contact Details

Our Designated Safeguarding Lead (DSL) is: Mrs H Rigby
Our Deputy Designated Safeguarding Lead (DDSL) and Designated Safeguarding Person (DSP)
EYFS is: Mrs L Pierce

Our local contact numbers are:

- **Safeguarding of Children Concerns:**

Cheshire East Consultation Service (ChECS)

8.30am – 5.00pm (Friday 4.30pm) 0300 123 5012

Out of Office Hours 0300 123 5022

Local Authority Designated Officer (LADO) 01270 685904
01606 288931

Local Safeguarding Children's Board (LSCB) 01606 271566

or email: lscb@cheshireeast.gov.uk

- **Police** (non-emergency) 101
- **Police** (emergency) 999

- **Cheshire CHANNEL Panel**

for advice regarding radicalisation and extremism

01606 362121

or email prevent@cheshire.pnn.police.uk

- **DfE dedicated helpline**

to raise **concerns** (non-emergency) relating to radicalisation and extremism

020 7340 7264

or email

counter.extremism@education.gsi.gov.uk

- **NSPCC Whistleblowing Advice Line**

if you are concerned about the way a safeguarding concern is being handled

0800 028 0285

or email

help@nspcc.org.uk

Appendix 5

Useful Websites

DfE Guidance – Keeping Children Safe in Education (September 2016)

www.gov.uk/government/publications/keeping-children-safe-in-education--2

Working Together to Safeguard Children (March 2015)

www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Government Children Missing Education Guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

NSPCC

www.nspcc.org.uk

Childline

www.childline.org.uk

Kidscape

www.kidscape.org.uk

CEOP

www.ceop.police.uk

'Think You Know'

www.thinkuknow.co.uk

The latest resources for internet safety, promoted by DfE can be found at:

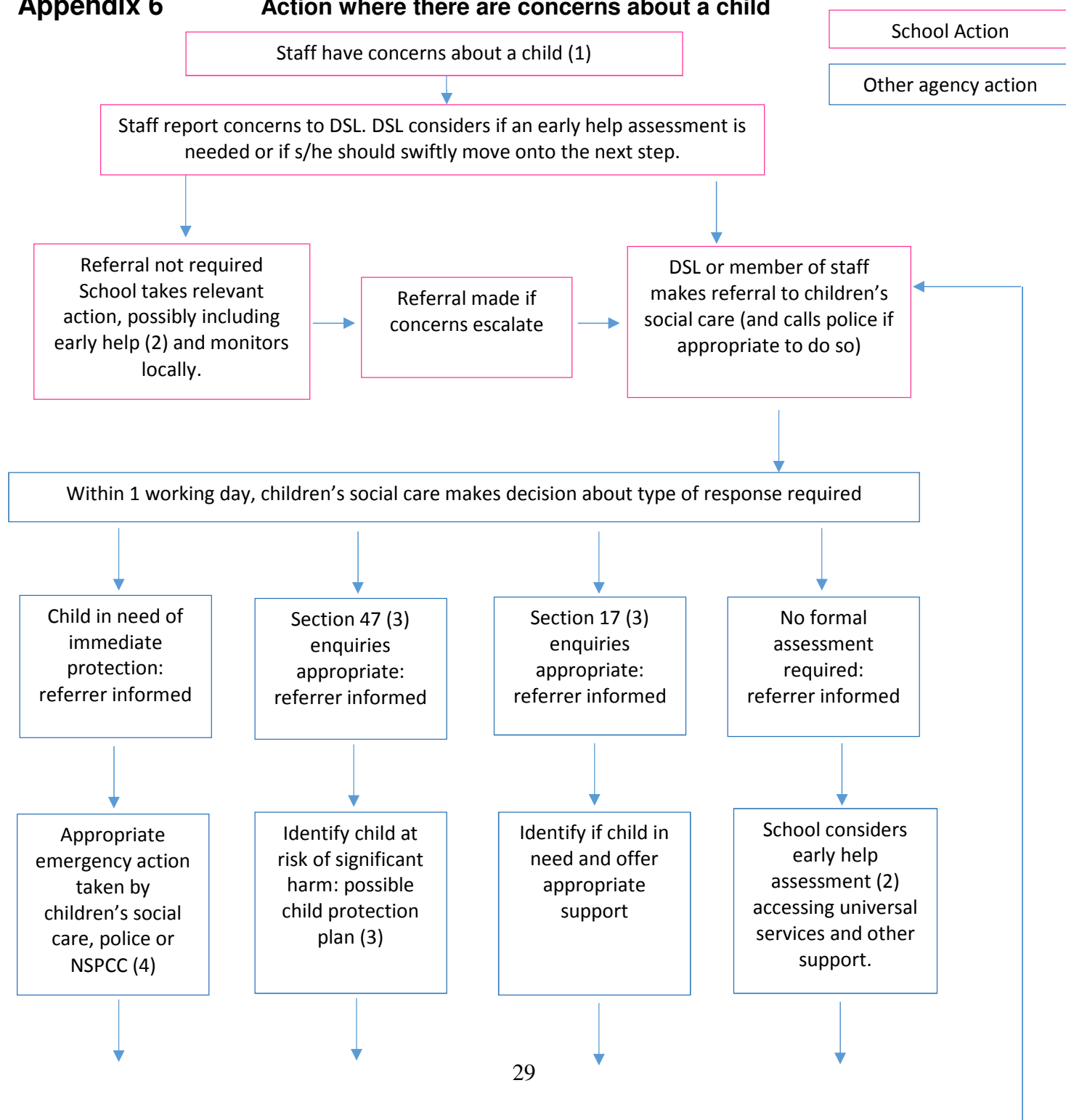
www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

The UK Safer Internet Centre

www.saferinternet.org.uk

Advice about sexting in schools is available from the UK Council for Child Internet Safety (UKCCIS).

Appendix 6 Action where there are concerns about a child



At all stages, staff should keep the child's circumstances under review and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first.

1. In cases which also involve an allegation of abuse against a staff member, see Part 4 of KCSIE 2016
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter 1 of Working Together to Safeguard Children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include Section 17 assessments of children in need and Section 47 assessments of children at risk of significant harm. Full details are in chapter 1 of Working Together to Safeguard Children.
4. This could include applying for an EMERGENCY Protection Order (EPO)

Appendix 7

Specific Safeguarding Issues

Please refer to KCSIE 2016 Annex A for further details and information

Peer on peer abuse

WPS will endeavour to protect all its pupils from and minimise the risk of any kind of abuse, including peer on peer abuse through positive and proactive expectations and education, as outlined on pages 2 & 3 of this policy. Peer on peer abuse can manifest itself in many ways, including physical, sexual (including sexting) and emotional bullying. Should an incident of peer on peer abuse occur, staff should alert the DSL and the incident should be fully investigated. Depending upon the nature of the abuse, a decision will be made as to the consequences. Any course of action will be in line with the WPS policies and procedures for Behaviour & Discipline, Anti-bullying and Safeguarding of Children, as appropriate. In the first instance, the victim(s) will be fully supported in line with the procedures outlined on page 7 of this policy. Peer on peer abuse should never be tolerated or passed off as 'banter' or 'part of growing up'.

Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. Staff should be alert to any pupil who registers unauthorised absence on repeat occasions or has been absent without the school's permission for a continuous period of 10 school days or more. Any concerns should be reported to the DSL.

Female Genital Mutilation (FGM)

From October 2015, there is a statutory duty placed on teachers, to personally report to the police where they discover that FGM appears to have been carried out on a girl under 18.

If staff have a concern they should inform the DSL immediately. It will be rare for staff to see visual evidence and they should **not** examine pupils under any circumstances.

Safeguarding of Children 'Preventing Radicalisation' Procedures

In addition to standard safeguarding policies and procedures, all schools must have regard to the statutory guidance associated with the 'Counter Terrorism and Security Act 2015'.

Childcare providers are subject to a duty under section 26 of the act, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

This duty is known as the Prevent Duty.

The Prevent Duty aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views.

At WPS, we recognise that, as with other forms of safeguarding strategies, early intervention is always preferable. We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times and that some may cause offence to others.

Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse where children are exploited for money, power or status. A significant number of children who are victims of CSE go missing from home, care or education at some point. Please refer to KCSIE 2016 Annex A for potential signs or indicators.

So-called 'honour based' violence (HBV)

So-called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. If staff have a concern that a child might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Please remember that a child who has suffered any form of abuse may need gentle support to manage their emotions and improve their well-being.

Children who have suffered or are likely to suffer significant harm should be reported to Children's Social Care immediately. Cases involving children who are in need of additional support should lead to inter-agency assessment using local processes, including use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches.