SAFEGUARDING AND CHILD PROTECTION POLICY

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ROSSALL SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY

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1. Policy Statement

1.1 Safeguarding and Child Protection Policy

Rossall School ("the School") and its Governing body (the "Council") are committed to safeguarding and promoting the welfare of children and believes that all pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. This Safeguarding and Child Protection Policy ("this Policy") forms a fundamental part of our approach to providing excellent pastoral care to *all* pupils, including young people who may be over the age of 18 years.

1.1.2 Key Documents

This Policy is in accordance with:

- The Education Acts
- Education (Independent Schools Standards) (England) Regulations 2019 (as amended from time to time)
- Safeguarding Vulnerable Groups Act 2006
- The Protection of Freedom Act 2012
- The Children Act 2004
- What to do if you are worried a Child is being Abused, March 2015
- Working Together to Safeguard Children July 2018 (A guide to inter-agency working to safeguard and promote the welfare of children)
- Keeping Children Safe in Education September 2021 - Statutory Guidance for Schools and Colleges.
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018
- DBS Referral Guidance (as may be amended from time to time)
- Disqualification under the Childcare Act, 2006 (updated August 2018)
- Childcare Disqualifications Regulations 2018
- Handbook for the Inspection of Schools – Commentary on the Regulatory Requirements, Sept 2018 (and as amended through updates)
- National Minimum Standards for Boarding Schools April 2015
- Teacher misconduct – Disciplinary Procedures for the Teaching Profession April 2018
- Use of reasonable Force in Schools 2013
- The Data Protection Act, 2018 and the General Data Protection Regulation (GDPR), 2018
- Safeguarding women and girls at risk of FGM (January 2017)
- Prevent Duty Compliance for England and Wales, July 2015. The Use of Social Media for Online Radicalisation, July 2015
- The Prevent Duty (Departmental advice for Schools) June 2015
- Mental Health and Behaviour in Schools November 2018
- Children Missing Education (Statutory guidance for Local Authorities) September 2016
- UKCIS - Sharing nudes and semi-nudes: advice for education settings working with children and young people (December 2020)

- Sexual violence and sexual harassment between children in schools and colleges - December 2017 - Updated September 2021.
- Teaching online safety in schools, June 2019.

1.1.3 The School recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to cooperate with other agencies in carrying out those duties and responding to safeguarding concerns.

1.1.4 This Policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Lancashire Children's Safeguarding Assurance Partnership (CSAP) guidance.

1.1.5 This Policy is addressed to all members of staff, members of Council and volunteers at the School (temporary or permanent). Adherence to this Policy is mandatory for **all** staff, peripatetic teachers and volunteers and its use is not subject to discretion. This Policy applies whenever staff or volunteers are working with pupils including where this is away from the School, for example at another institution, school visits and trips, as well as sporting and cultural activities.

1.1.6 This Policy is available to all parents, staff and volunteers on the School's website. A paper copy of this Policy is also available to parents upon request to the School office.

1.1.7 Pupils are taught about safeguarding, including online, through various teaching and learning opportunities as part of a broad and balanced curriculum. Pupils are taught to recognise when they are at risk and how to get help when they need it. Pupils are made aware of this Policy through their programme of PSHE and other means of sharing information appropriate to their age and understanding. Teaching about safety and relationships as part of the PSHE programme contributes towards the safeguarding of pupils. It helps pupils to identify when they and others are at risk and equips them with the skills, strategies and language which they need to take appropriate action. The topics covered include areas such as bullying, emotional health, body issues, relationships and e-safety.

1.1.8 Each House or day area displays notices directing students to people and organisations that they can talk to; this includes the identity of the Designated Safeguarding Leads, the Chaplaincy Team, Independent Listener as well as external agencies including the Children's Commissioner and ChildLine. The school also has Student and Boarding Councils who meet on a regular basis where students' views can be put across in a wider forum.

1.2 <u>Creating a Culture of Safeguarding</u>

1.2.1 The School recognises that safeguarding covers much more than child protection and so this Policy will operate in conjunction with other related policies and procedures, covering areas such as Anti-Bullying, Behaviour, ICT Acceptable User, online safety and Missing Pupils.

1.2.2 'Safeguarding' is broader than 'child protection'. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the well-being of children.

It is recognised that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment
- Preventing the impairment of children's mental and physical 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.

1.2.3 The School takes its responsibilities very seriously. As well as ensuring the School's policies and procedures support its safeguarding responsibilities, the School will work with pupils, their families, Children's Social Care, the Police and other relevant agencies to ensure the risk of harm to children is minimised.

1.2.4 The School is committed to working in partnership with parents, Children's Social Care, Police and diverse communities, to continuously develop and improve the safeguarding culture within our School.

1.2.5 The School considers Contextual Safeguarding and assesses the risks and issues in the wider community when considering the well-being and safety of its pupils.

1.2.6 The School has systems to:

- Prevent unsuitable people working with pupils
- Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe
- Promote safe practice and challenge poor practice and unsafe practice
- Ensure that staff do not, through their actions, place pupils at risk of harm, or themselves at risk from an allegation of harm ("The Allegation of Abuse Policy" provides guidance on areas such as 1-1 tuition, sports coaching, conveying by car, inappropriate electronic communication).

1.2.7 The School encourages the pupils in its care to raise any concerns that they might have and ensure that these are taken seriously. The School also encourages pupils to contribute their own ideas, according to their age and understanding, about how their safety and welfare could be further improved. The school Monitors have been trained in safeguarding and types of abuse and that they must report any concerns about a student to the Designated Safeguarding Leads.

1.2.8 While the primary requirement is to notify the Local Authority Designated Officer (LADO)/Children's Social Care, the School will also notify the Chair of Council of any safeguarding issues in the following circumstances:

- The issue involves an allegation against a member of staff, a volunteer or the Headmaster
- The issue relates to concerns about the education provided to the pupil
- The issue involves referral to external agencies
- The issue could result in a claim against the School or affect the School's reputation

The School will seek legal advice in any other case where guidance or advice is felt to be needed.

1.2.9 All staff are required to adhere to the ICT Acceptable Use Agreement, and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.

1.3 Early Years Foundation Setting

1.3.1 This Policy applies to the School's provision for the Early Years Foundation Setting ('EYFS'). The identity of and contact details for the Designated Safeguarding Lead/s with lead responsibility for safeguarding within this setting are set out in Section 4.1 and 14.1.

1.3.2 Use of mobile phones and cameras: everyone who works in Early Years will keep their personal mobile phones locked in staff lockers in the staff room. Only school cameras and school iPad/tablets are to be used in EYFS and these are not to be removed from school. These school devices are locked away overnight. All staff in the EYFS are required to adhere to the ICT Acceptable Use Agreement, and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.

1.3.3 Parents are made aware of the fact that photographs and video cannot be taken in an EYFS setting. Notices remind parents of this and a reminder of this fact is announced at any school event involving Early Years children.

1.3.4 Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in wellbeing, physical indications, or comments which give cause for concern) and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children (Statutory Framework for the EYFS (2017) Section 3.6).

1.3.5 Ofsted will be informed of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Ofsted will also be informed of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

1.3.6 The Childcare (Disqualification) Regulations 2018 made under section 75 of the Childcare Act 2006 provides that a person who is disqualified under the 2018 Regulations may not provide relevant childcare provision or be directly concerned in the management of such provision. Regulation 9 of the 2018 Regulations also provides that a person may not be employed to provide early years childcare if they live in the same household as someone who has been disqualified. Every member of staff who provides early years childcare at Rossall School is asked to complete an annual Self Declaration Form. Further information can be found at: https://www.safeguardinginschools.co.uk/disqualification-by-association-september-2018/

1.4 Implementation Procedures

1.4.1 The School has implementation procedures to assist staff and volunteers when handling safeguarding concerns. All staff receive a *Safeguarding Children Guidelines* card which details good practice.

1.4.2 Information on these procedures is available to all staff and volunteers at the School and the procedures must be followed at all times.

1.5 Boarding

1.5.1 Within the boarding context, relationships may develop. The School forbids sexual acts between pupils. The School aims to keep such incidents confidential from other pupils, but will refer concerns to Children's Social Care for advice and guidance.

1.5.2 Where there is a suspicion of abuse between pupils, the School recognises the importance of moving swiftly (notwithstanding its duty to refer concerns without delay to Children's Social Care) and the protection of all parties involved. This may require separation and additional supervision. By promoting an open atmosphere of mutual trust within the boarding community; experienced boarding staff and supervision; access to people that can help, including the Independent Listener we hope to minimise the possibility of peer on peer abuse.

1.6 Special Educational Needs or Disability (SEND) or other health conditions

1.6.1 Children with special educational needs or disabilities (SEND) or other health conditions can face additional safeguarding challenges. The School acknowledges that additional barriers can exist when recognising signs of 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 with further exploration
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these barriers

1.6.2 The DSL will work closely with the SENCO to ensure that robust and appropriate pastoral support is provided for students with SEND or other health conditions, along with ensuring any appropriate support for communication is in place by having allocated adult contact points for each student and their parents/guardians.

2. Aims

2.1 Our aims are to:

- create an environment in our School which is safe and secure for all pupils

- encourage our pupils to establish satisfying relationships within their families, with peers and with other adults
- encourage children to develop a sense of autonomy and independence
- work with parents to build their understanding of and commitment to the welfare of all pupils.

2.2 In order to fulfil these aims the Headmaster will take the necessary steps to ensure that:

2.2.1 All staff and volunteers receive training in Safeguarding Children as part of their induction. All supply staff and temporary staff also receive training in Safeguarding.

2.2.2 All staff, volunteers, council members and the Headmaster receive updated safeguarding training every year. All teaching staff receive termly training on key safeguarding issues.

2.2.3 The school operates safe recruitment procedures which are in accordance with the Independent School Standards Regulations. This includes ensuring that at least one member of any recruitment panel involved in all stages of the recruitment process has undertaken the appropriate training in Safer Recruitment, and carrying out all required checks on the suitability of all staff and volunteers to work with children and young people in accordance with the guidance and regulations set out in paragraph 1.1.2 Enhanced DBS disclosures will be obtained for all those involved in regulated activity. Appropriate supervision arrangements are put in place if staff start work before their DBS disclosure has been obtained and a Barred List Check will have been undertaken. Further information can be found in the School's DBS Policy and Safer Recruitment Policy.

2.2.4 The school obtains assurance that appropriate child protection checks are carried out and procedures apply to any staff or volunteer of another organisation who work with the School's pupils on another site (for example, in a separate institution).

2.2.5 The school carries out the mandated checks on the suitability of all people who serve on our School Governing Body, who are the body registered with the DfE as the body responsible for management of the School, in accordance with the guidance and regulations set out in paragraph 1.1.2.

2.2.6 Any supply agency used by the school for the appointment of supply staff are expected to provide confirmation to the school that appropriate checks have been carried out as detailed above. In addition to this, the school will also conduct its own identity check and retain a copy of the DBS Disclosure.

2.2.7 Where the school ceases to use the services of any person -staff (including agency staff), peripatetic teacher, volunteer or any other person - because it is considered that the person may be unsuitable to work with children, a referral will be made to the Disclosure and Barring Service (customerservices@dbs.gov.uk, helpline: 03000 200 190) promptly and in any event within 28 days in accordance with its legal duty. With reference to teaching staff, where a dismissal does not reach the threshold for DBS referral, a separate consideration will be given to a referral to the Teaching Regulation Agency (TRA).

2.2.8 All School staff are alert to signs of abuse and neglect (appropriate to their role) and all staff know to whom they should report concerns or suspicions of abuse or neglect.

2.2.9 All School staff keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role.

2.3 This Policy is compatible with and meets all applicable requirements of Lancashire LSCB. The school ensures that it has positive communication with our LSCB to ensure compliance with any changes in local protocol and access to relevant support. The contact details for the LSCB are set out in paragraph 14.2 below.

3. Identifying Abuse

3.1 Staff who have day-to-day contact with pupils are particularly well placed to observe outward signs of abuse such as changes in behaviour or developmental concerns. A child protection concern may come to the attention of School staff or volunteers in a variety of ways, such as pupil disclosure, third party disclosure or staff suspicion.

3.2 Any suspicion, allegation or incident of abuse must be reported to the Designated Safeguarding Lead immediately either in person or via CPOMS.

3.3 It is not the responsibility of the School to investigate suspected or alleged abuse; this is the role of the Police and Children's Social Care.

3.4. Abuse

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

3.4.1 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.

Signs of physical abuse:

- Unexplained injuries/ burns
- Untreated injuries
- Bruises/ abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

3.4.2 Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from 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.

Signs of emotional abuse:

- Excessive overreaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

3.4.3 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see section 3.4.11).

Signs of sexual abuse:

- Sexual awareness inappropriate to child's age, including provocative sexual behaviour
- Self harm
- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or school performance
- Fear of undressing for gym
- Depression/withdrawal
- Drug, alcohol, substance abuse

3.4.4 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, for example, 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.

Signs of neglect:

- Constant hunger, tiredness and/or poor personal hygiene
- Untreated medical problems
- Destructive tendencies
- Social isolation
- Poor self-esteem and/or relationship with peers
- Excessive rocking, hair twisting, thumb sucking

3.4.5 Who are the Abusers?

Abusers can be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers or other pupils; in short, an abuser could be anyone.

3.4.6 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. It should be noted exploitation as well as being physical can be facilitated and/or take place online.

3.4.7 Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. It should be noted that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Symptoms of FGM:

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

There is a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

3.4.8 Missing Children

Should a child go missing or be unaccounted for, the School's Missing Child Policy will come into effect.

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. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. The School will liaise with the Local Authority (Lancashire Children Missing Education Officer) for children that go missing from education for 10 or more school days without permission or on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future.

The school will inform the 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 doctor 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
- have been permanently excluded.

The Local Authority will be notified as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

All staff have a responsibility to help identify children that may be missing from education and should notify the DSL or Senior Deputy Head in the Senior School or the Head of Prep, Pre-prep and Nursery if they have concerns that a child may be missing from education. It should never be assumed that the matter is being dealt with.

3.4.9 The Prevent Duty

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- glorifying violence, especially to other faiths or cultures
- showing sympathy for extremist causes
- 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

Contact details for agency involvement can be found in Section 14.2

3.4.10 Peer on Peer Abuse

Staff should recognise that children are capable of abusing their peers and that this can manifest itself in many ways. It is important to note that abuse is abuse and should never be tolerated or passed off as "banter", "part of growing up" or "just having a laugh". Staff should be aware that some groups are potentially more at risk. Evidence shows that girls, children with SEND and LGBTQ children are more at risk. The School will take advice from Children's Social Care on the investigation of allegations of peer abuse and will take all appropriate action to ensure the safety and welfare of all pupils involved including the victim of the abuse, pupil or pupils accused of abuse; all of whom are treated as being 'at risk'. All pupils will be supported and, subject to the advice of Children's Social Care and/or the police, parents will be informed as soon as possible.

Peer on peer abuse can take many forms and can include (but is not limited to) bullying (including cyberbullying), sexual violence and sexual harassment, upskirting, physical abuse such as hitting, kicking, shaking, biting, hair pulling or causing physical harm, sharing of nude or semi-nude images and initiation/hazing type violence or rituals.

The School actively seeks to raise awareness of and prevent peer-on-peer abuse by educating Council Members, the Senior Leadership Team, staff and volunteers, pupils and parents about the nature, prevalence and effect of peer-on peer abuse, and how to prevent, identify and respond to it. This includes contextual safeguarding, the identification and classification of specific behaviours and the importance of taking seriously all forms of peer-on-peer abuse.

- Pupils are educated about the nature and prevalence of peer-on peer abuse via PSHE and the wider curriculum. Pupils are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it. They are regularly informed about the School's approach to such issues, including its zero-tolerance policy towards all forms of peer-on-peer abuse.
- Parents are communicated with on this issue, both in groups and, as appropriate, on a one-to-one basis and seeking their views about the perceived risks and areas for improvement.

As a school we:

- ensure all peer-on-peer abuse issues are fed back to the DSL so they can spot and address any concerning trends and identify any pupils who may be in need of support;
- challenge the attitudes that underlie such abuse;
- promote positive values and encourage a culture of tolerance and respect amongst all members of the School community;
- create conditions in which pupils can aspire to and realise safe and healthy relationships;
- create a culture in which pupils feel able to share their concerns openly, in a non-judgemental environment, and have them listened to;
- respond to cases of peer and peer abuse promptly and appropriately.

Response to concerns or allegations of peer on peer abuse:

It is essential that all concerns/allegations of peer-on-peer abuse are handled sensitively, appropriately and promptly.

Any response should:

- include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate);

- treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves.

- take into account:

- that the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address the effect of wider socio-cultural contexts - such as the child's/children's peer group (both within and outside the School); family; the School environment; their experience(s) of crime and victimisation in the local community; and the child/children's online presence;

- the potential complexity of peer-on-peer abuse and of children´s experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting;

- the views of the child/children affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL should discuss the proposed action with the child/children and their parents and obtain consent to any referral before it is made. The School should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

What should staff do if you suspect either that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s)?

If a pupil is in immediate danger, or at risk of significant harm, a referral to Children's Social Care (if the pupil is aged under 18) and/or the police should be made 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.

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed.

If a child speaks to a member of staff about peer-on-peer abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement.

All concerns will be logged on CPOMS.

How will the School respond to concerns or allegations of peer-on-peer abuse?

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

DSLs should always use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may wish to consult with Children's Social Care and/or any other external agencies on a no-names basis to determine the most appropriate response. Where the DSL considers or suspects that the behaviour in question might be abusive (as opposed to inappropriate or problematic), the DSL should contact the LSAL (Lancashire Safeguarding Advice Line) on 01772 531196 or as otherwise in

accordance with the CSAP's procedures immediately, and in any event, within 24 hours of the DSL becoming aware of it. The DSL will discuss the allegations/concerns with the LSAL or as otherwise in accordance with the CSAP's procedures and agree on a course of action.

Individual risk and needs assessment

Where there is an incident of peer-on-peer abuse, the School would carry out a robust risk and needs assessment in respect of each child affected by the abuse. These risk assessments would:

i) assess and address the nature and level of risks that are posed and/or faced by the child;

ii) engage the child's parents and draw upon local services and agencies to ensure that the child's needs are met in the long-term. Consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of any child; and

iii) be reviewed at regular intervals in light of the child's on-going needs to ensure that real progress is being made which benefits the child.

Disciplinary action

The School will consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including

(a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour;

(b) to demonstrate to the child/children and others that peer-on-peer abuse can never be tolerated; and

(c) to ensure the safety and wellbeing of other children. However, these considerations must be balanced against the child's/children's own potential unmet needs and any safeguarding concerns.

Before deciding on appropriate action, the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer-on-peer abuse and the causes of it.

The School will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required. Exclusion will usually only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the School. Disciplinary interventions alone are rarely able to solve issues of peer-on-peer abuse, and the School will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forwards, as set out above and below.

On-going proactive work to a contextual whole-school approach

The School's response to concerns/allegations of peer-on-peer abuse should be part of on-going proactive work by the School to embed best practice and take a contextual whole-school approach to such abuse. As such the School's response can become part of its wider prevention work. This response may include the School asking itself a series of questions about the context in which an incident of peer-on-peer abuse occurred in the School, the local community in which the School is based, and the wider physical and online environment.

For further information on peer-on-peer abuse please see the separate Peer-on-Peer Abuse Policy.

3.4.11 Child on child sexual violence and sexual harassment

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable.

All staff working at the School should maintain an attitude of 'it could happen here'. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

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

Sexual violence is defined in law by the Sexual Offences Act 2003 and includes rape, assault by penetration and sexual assault.

Sexual harassment consists of 'unwanted conduct of a sexual nature' that can occur online and offline. Behaviour of this nature is not tolerated at Rossall School and will not be dismissed as an inevitable part of growing up or as "banter" or "just having a laugh". Behaviour including sexual comments or jokes, sexual taunting, inappropriate physical

touching, displaying pictures or photos of a sexual nature and online sexual harassment could all constitute possible cases of sexual harassment.

The initial response to a report of sexual violence or harassment is important and it is essential that all victims are reassured that they are being taken seriously and will be supported and kept safe. All staff are expected to follow the same protocol for responding to an allegation of abuse as detailed in Section 5.

The school will follow its normal safeguarding principles as outlined in this policy and will, where appropriate, involve the police and/or children's social care.

When there has been a report of sexual violence or sexual harassment, the DSL will make an immediate risk and needs assessment which will consider the victim, the alleged perpetrator and any other children or, where appropriate, staff. This assessment will, where appropriate, work with children's social care and specialist services to ensure that the school fully supports and protects all involved as well as following any advice from the Police if they are involved. Immediate consideration will be given as to how best to support the victim, the alleged perpetrator and any other children involved / impacted. The wishes of the victim, the nature of an allegation and the protection of all children in the school will be especially important when considering any immediate actions.

3.4.12 Upskirting

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm. It is now a criminal offence. Where there has been a report of upskirting, the DSL will make an immediate risk and needs assessment which will consider the victim, the alleged perpetrator and any other children or staff. The police will be informed and the school will follow any advice from the Police. As with all safeguarding cases, consideration will be given as to how best support all parties involved and the wishes of the victim will be especially important when considering any immediate actions.

3.1.13 Sharing nudes and semi-nude images

Sharing nudes and semi-nude images is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not

in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner.

If an incident comes to your attention:

- Report it to the DSL immediately.
- Never view, copy, print, share, store or save the imagery yourself, or ask a colleague to share or download it - this is illegal.
- If you have already viewed the images by accident, report this to the DSL and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person who is involved in the incident to disclose any information regarding the imagery (this is the responsibility of the DSL)
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

When an incident involving the sharing of nude or semi-nude images is brought to the school's attention, the school will follow guidance contained within the document UK Council for Internet Safety (UKCIS) Guidance: Sharing nudes and semi-nudes (December 2020).

- the DSL will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding team who deal with safeguarding concerns
- there will be subsequent interviews with the children or young people involved (if appropriate)
- parents and carers will be informed at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm
- a referral will be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process.

The decision to view imagery will be taken by the DSL and/or Headmaster and they should be satisfied that viewing the imagery is:

- the only way to make a decision about whether to involve other agencies
- necessary to report the image to a website / app or reporting agency to have it taken down or to support a student in making a report
- unavoidable because a student has presented the image directly to a member of staff or the image has been found on a school device or network

3.4.14 Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation, sexual predation, sexting and peer on peer abuse are some of the specific areas where technology can provide a platform that facilitates harm.

It is important to recognise that abuse can take place wholly online but also that technology may facilitate offline abuse

Online safety contains a considerable breadth of issues but these can normally be categorised into four areas of risk:

- content - being exposed to illegal, inappropriate of harmful material (eg pornography, fake news, racist or radical and extremist views)
- contact - being subjected to harmful online interaction with other users
- conduct - personal online behaviour that increases the likelihood of, or causes harm (eg making, sending and receiving explicit images or online bullying)
- commerce - being exposed to gambling, inappropriate advertising, phishing and scams.

Staff need to be mindful of student's use of technology and whilst the school has a robust filtering system for devices connected to the school's wireless network, it needs to be acknowledged that children can also use a 4G/5G connection to connect to the internet and that this connection may not afford the same safeguards as the school system. This access means some children, whilst at school, may sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. In view of this, it is important that all staff make the DSL aware if they become aware or concerned about any inappropriate use of technology.

Students will be supported through the PSHE and Tutorial programmes to help them manage their lives online and keep safe. The School will also, whenever appropriate, address groups of students and/or parents on specific online issues should the need arise.

The DSL acts as the online safety coordinator and will work with members of the IT Department to ensure that the school is up-to-date with its online provision and protection.

Platforms for online learning have an appropriate level of security. Wherever possible, staff should use school devices and contact pupils only via the pupil school email address / log in. This ensures that the setting's filtering and monitoring software is enabled. Consideration should be made as to accessibility within the family home, the mental health and wellbeing of children, including screen time, the potential for inappropriate behaviour by staff or pupils, and staff access to the technology required. Virtual lessons are timetabled and senior staff, DSL and / or heads of department are able to drop in to any virtual lesson at any time.

Staff engaging in online learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents.

The following points should be considered:-

- think about the background; photos, artwork, identifying features, mirrors – ideally the backing should be blurred
- staff and pupils should be in living / communal areas – no bedrooms
- staff and pupils should be fully dressed
- filters at a child's home may be set at a threshold which is different to the school
- resources / videos must be age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content
- It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the child and / or parent immediately and end the online interaction if necessary

Recording lessons does not prevent abuse. If staff wish to record the lesson they are teaching, consideration should be given to data protection issues; e.g., whether parental / pupil consent is needed and retention / storage. If a staff member believes that a child or parent is recording the interaction, the lesson should be brought to an end or that child should be logged out immediately.

3.4.15 Child criminal exploitation and County Lines

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- 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 do not take part in education.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

3.4.16 Domestic abuse

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) physical or sexual abuse;

(b) violent or threatening behaviour;

(c) controlling or coercive behaviour;

(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

(e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The School is part of Operation Encompass. This is a police and education early information safeguarding partnership enabling schools to offer immediate support to children experiencing domestic abuse. Information is shared with the DSL prior to the start of the next school day after officers have attended a domestic abuse incident. This sharing of information enables appropriate support to be given, dependent upon the needs and wishes of the child.

Children are negatively impacted by experiencing domestic abuse and without early intervention and support this negative impact can last through a child's life course. Domestic abuse can impact upon social, psychological, physical, emotional and behavioural outcomes with an often negative impact upon a child's academic success. Experiencing domestic abuse has been identified as an Adverse Childhood Experience.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

3.4.17 Honour Based Abuse (HBA)

Honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

3.4.18 Host Families

The School often makes arrangements for children to take part in exchange visits. These exchanges can benefit learning across the curriculum, particularly in foreign languages. The School has a duty to safeguard and promote children's welfare and this extends to considering their safety and how best to minimise risk of harm to those children during an exchange visit organised by the school and when organising for the care and accommodation of a child with a host family.

When arranging a homestay, the School will consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay. To help inform that assessment, the school will obtain a DBS enhanced certificate with barred list information. This check will help to allow the School to consider whether the family would be a suitable host for a child.

Whilst it is not possible for the school to obtain criminality information from the DBS about adults who provide homestays abroad, the School will liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit to satisfy the School that the arrangements are appropriate and sufficient to safeguard every child taking part in an exchange.

If a child's parent themselves arrange their own homestay, this represents a private arrangement and the school would not, in this case, be acting as the regulated activity provider.

3.4.19 Homelessnes

Being homeless or being at risk of being homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour. The school, through the DSL, will work with families and agencies including the local housing authority and children's social care should it become aware of a family becoming homeless or at risk of becoming homeless. This may include a referral to these authorities should the school consider a child has been harmed or is at risk of harm.

It should be recognised that some older teenagers (over the age of 16) could be living independently of their parents or guardians, for example through their exclusion from the family home and this will require a different level of intervention and support. The school,

through the DSL, will work with Children's services, who should act as the lead agency for these young people.

3.4.20 Children with a Social Worker

The School recognises that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

3.4.21 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

3.5 Mental Health

All staff at the School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Director of Health and Well-Being Gemma Turner, who is a fully qualified mental health nurse, offers a triage service to help signpost students in need of mental health support appropriately. Gemma works closely with Heads of Year, Houseparents, SENCO and Head of PSHE to identify students who need early intervention or more intensive support. Staff and Senior Students will also be trained in Mental Health First Aid for the first time this year.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy or raising a concern on CPOMS.

Public Health England has produced a range of resources to promote positive health, wellbeing and resilience among young people including its guidance "Promoting children and young people's emotional health and wellbeing". Its resources include social media, forming positive relationships, smoking and alcohol.

3.6 Serious Violence

All staff at the School are made aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see section 3.4.15).

All staff are made aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Further guidance can be found in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.15.

4. Designated Safeguarding Lead

4.1 The School has appointed a Designated Safeguarding Lead and a person to contact in their absence. The Designated Safeguarding Lead is a member of the School's Senior Leadership Team with the necessary status and authority to take responsibility for child

protection matters. The Designated Safeguarding Lead in the Senior School (Years 7 – 13) is Mrs Emma Williams (Head of Boarding and Safeguarding). The Designated Safeguarding Lead in Prep, Pre-Prep and Nursery School (including EYFS) is Mr Matt Turner (Head of Prep School). In the absence of the relevant Designated Safeguarding Leads, any other Safeguarding Lead should be contacted. The Headmaster (Mr Jeremy Quartermain) and any of the Deputy Safeguarding Leads can also be contacted. One Designated Safeguarding Lead is resident on campus during term time and there will always be one of the Safeguarding team contactable throughout the holiday periods via the emergency Safeguarding contact number. Contact details are listed at the end of this policy.

4.2 The members of Council with specific Safeguarding responsibility are Mr David Ewart, assisted by Mr Andrew Potts. These members of Council meet at least once each term with the Designated Safeguarding Lead to receive briefs and updates, as well as having the opportunity to ask questions. In addition, during the course of the school year, they make written and verbal reports to Council about Safeguarding checks which they have undertaken in school during the previous months.

4.3 The Designated Safeguarding Lead is responsible for safeguarding and child protection at the School. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents;
- ensure that child protection information is transferred to the pupil's new school
- be aware of pupils who have a social worker;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.
- understand the unique risks associated with online safety and have the capability required to keep children safe whilst they are online at school.

5. Responding to Disclosures of Abuse

5.1 Children are more likely to be abused by someone they know and trust than by a stranger.

5.2 Staff and volunteers should make themselves available to listen and demonstrate to the pupil that what they are saying is being taken seriously and without criticism and should respond in a supportive, calm manner and avoid asking detailed questions. The role of the staff or volunteer is to listen, record and report; not to investigate. Staff and volunteers should take care that their behaviour and actions do not place pupils or themselves at risk of harm.

5.3 If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section. The Designated Safeguarding Lead will liaise with local agencies in relation to handling any such cases which arise. A bullying incident will be regarded as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. See the Anti-bullying Policy.

5.3.1 It is important to note that in cases of reported abuse by one or more pupils against another that all children involved, whether perpetrator or victim should be treated as being at risk.

5.4 Immediate Response

If a disclosure is made, the member of staff or volunteer **should**:

5.4.1 allow the pace of the conversation to be dictated by the pupil

5.4.2 ask neutral questions which encourage the pupil to talk such as "can you tell me what happened?"

5.4.3 accept what the pupil says and do not ask for further detail

5.4.4 acknowledge how hard it was for them to tell you and show by voice tone and/or facial expression that you are taking their concerns seriously

5.4.5 note carefully any clearly visible external signs of possible injury or neglect (but note paragraph 5.5.4 below)

5.4.6 reassure the pupil that they have done the right thing, explain whom you will have to tell (the Designated Safeguarding Lead) and why.

5.5 The member of staff or volunteer **should not**:

5.5.1 burden the pupil with guilt by asking questions such as "why didn't you tell me before?"

5.5.2 interrogate or pressure the pupil to provide information

5.5.3 ask any potentially leading questions such as those that start with the words, how, what, when, where and why

5.5.4 undress the child or examine clothed parts of the child's body in an attempt to determine the nature of any such injuries/neglect

5.5.5 criticise the perpetrator, this may be someone they love

5.5.6 promise confidentiality (see paragraph 5.6 and 5.7)

5.5.7 make promises that they cannot keep such as "I'll stay with you all the time" or "it will be alright now"

5.5.8 put words into the child's mouth (i.e. finish their sentences)

5.5.9 jump to conclusions or speculate about what happened or might have happened, or make accusations

5.5.10 show an overtly emotional reaction, such as expressing disgust, shock or disbelief

5.5.11 attempt to investigate the allegations

5.6 If a pupil confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers ***must not*** *make promises about confidentiality.* Staff must tell the

pupil sensitively that they have a responsibility to tell the named Designated Safeguarding Lead (see paragraph 4) so that the child can be helped to stay safe and feel better.

5.7 In every case, the staff/volunteer should explain that they need to share the information with the Designated Safeguarding Lead and reassure them that the information will *only be disclosed* to other people who *need to know.*

5.8 The School recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth. 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.

5.9 The School will provide continuing support to a pupil who has disclosed abuse through promoting a caring and safe environment within the School and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, the Schools will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.

5.10 All allegations should be referred to the Local Authority Designated Officer (LADO) for advice before any investigation takes place. In borderline cases, these discussions can be held informally and without naming the individual.

5.11 Recording Information

Staff/volunteers should:

5.11.1 Make brief notes at the time or immediately afterwards, which record the date, time, place and context of the disclosure or concern, and what has actually been said (wherever possible using the child's exact words, even if they seem childish, rude or inappropriate), not assumption or interpretation. Notes must be signed, named and dated

5.11.2 Clearly distinguish between fact, observation, allegation and opinion

5.11.3 Record any observed injuries and bruises

5.11.4 Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms")

5.11.5 Complete CPOMS concern.

5.11.6 Appreciate that their records may be used in criminal proceedings or disciplinary investigations.

5.12 Reporting to the Designated Safeguarding Lead

5.12.1 Any concerns about pupils must be discussed with a Designated Safeguarding Lead (or in their absence the Deputy Safeguarding Leads or the Headmaster) as soon as possible and at latest by the end of the school day.

5.12.2 Where the disclosure identifies a safeguarding issue, the Designated Safeguarding Lead will:

- where a child in need is identified, decide on the appropriate support from early help, pastoral support or children's social care.
- where a child at risk is identified, will contact social care or the police if a crime has been committed, immediately.

6. Concerns about Staff Behaviour

At Rossall we recognise the possibility that adults working in the school may harm children, including teaching staff, council members, volunteers, support staff, contractors and agency staff. Any concerns about the conduct of any adults in the school should be taken to the Headmaster without delay. Any concerns about the Headmaster should go to the Chair of Council who can be contacted via email at c.holt@rossall.org.uk.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the school; or as a result of vetting checks undertaken.

The Headmaster has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO).

Allegations against Staff members

It is an allegation if the person has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

6.1 The School has procedures for handling allegations made against staff and/or volunteers which adhere to "Keeping Children Safe in Education" 2021, which the School will follow. The policy aims to strike a balance between protecting pupils from abuse and protecting staff and volunteers from false allegations. What follows is a summary of those procedures.

6.2 Where a safeguarding related allegation is made against any member of staff or volunteer, the matter should be reported immediately to the Headmaster, **who will in turn inform the Designated Safeguarding Lead** (unless the allegation relates to the Designated Safeguarding Lead). The school will refer the case to the LADO for advice within one working day of an allegation. The Headmaster should **not speak** to the member of staff who is the subject of the allegation at this point. In the absence of the Headmaster the allegation should be reported to the Chair of Council. The school will not undertake its own investigation of allegations

without prior consultation with the LADO and/or the police in more serious cases so as not to jeopardise statutory investigations.

6.3 Where a safeguarding related allegation is made against the Designated Safeguarding Lead, the matter should be reported immediately to the Headmaster, who will not in this case refer to the Designated Safeguarding Lead. In the absence of the Headmaster the allegation should be reported to the Chair of Council.

6.4 Where a safeguarding related allegation is made against the Headmaster, the person receiving the allegation should immediately inform the Chair of Council and must **not** notify the Headmaster.

6.5 Where there are concerns about members of Council the member of staff should contact the LADO without delay.

6.6 A decision as to how to proceed and eventually whether or not to suspend a member of staff or volunteer will be taken by the Headmaster **following consultation with the LADO.** The **Chair of Council** will be informed. Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case. The decision as to whether or not to suspend the Headmaster is taken by the Chair of Council alone (having consulted the relevant authorities).

6.7 In considering the available options, including redeployment of the member of staff or volunteer, the LADO, the Chair of Council and the Headmaster will ensure that their primary concerns are the safety and wellbeing of the pupils, together with the need for a full and fair investigation which will be led by the LADO.

6.8 As noted in Section 2, a referral will be made to the DBS promptly where we cease to use the services of any person (staff member (including agency staff), peripatetic teacher, volunteer or any other person) because it is considered that the person may be unsuitable to work with children. Referrals should be made as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from working in regulated activity which could include being suspended, or is redeployed to work that is not regulated activity. The school will also consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or has resigned in lieu of dismissal or possible dismissal) and a prohibition order may be appropriate.

6.9 Where required to do so, we will provide information requested by the DBS or TRA in respect of a member of staff or volunteer in accordance with our legal duty.

6.10 Communication with the School community about safeguarding related allegations shall only be made following consultation with the LADO and any investigating authorities. The Legal department will advise on statutory restrictions on publication of details of allegations.

6.11 Following any substantiated staff allegation, the School will work with the LADO to determine any improvements necessary.

6.12 Should an allegation relate to a member of residential staff the school will work to help the member of staff find alternative accommodation away from the school campus should that be deemed necessary and/or appropriate.

6.13 The Headmaster and/or Chair of Council may choose, at any stage, to report to Mr Ewart and/or Mr Potts, members of Council with oversight of Safeguarding, any matters relating to Safeguarding which have been referred to them, including allegations against staff.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the Headmaster should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)
Records will be kept confidential, held securely and comply with the Data Protection Act 2018. Such information will be kept at least until the individual leaves the School's employment.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter will be referred to the LADO.

The records' review might identify that there are wider cultural issues within the School that enabled the behaviour to occur. This might mean that policies or processes could be revised

7. Roles and Responsibilities

7.1 Every member of staff, members of the School Council, and every volunteer who assists the School should:

7.1.1 recognise that safeguarding is the responsibility of everyone

7.1.2 protect pupils from abuse

7.1.3 be aware of the School's safeguarding procedures including the reading of Keeping Children Safe in Education – Part 1 and Annex B (September 2021)

7.1.4 know how to access and implement those procedures

7.1.5 follow those procedures at all times

7.1.6 know the identity of the School's Designated Safeguarding Lead/s (DSLs) and to whom one should speak in the absence of the Designated Safeguarding Lead/s

- The DSLs are Emma Williams (Y7 and above) and Matt Turner (Y6 and below)
- Deputy DSLs are Nick Crombie (KS5), Catherine Stacker (KS4), Clare Cohen (KS3), Nikola Stott (Nursery and Infants), Stephanie Capstick (Support Staff and Holidays).
- In the absence of both DSLs, any of the Deputy DSLs can be contacted.
- Both Designated Safeguarding Leads can be contacted by mobile phone when they are off site
- Alternatively, the Headmaster can also be contacted.

7.1.7 recognise that anybody can make a referral to Children's Social Care

7.1.8 report all safeguarding concerns to the Designated Safeguarding Lead (subject to paragraphs 5.11.3, 6.3 and 6.4 of this Policy)

7.1.9 keep a record of any safeguarding concern, conversation or incident (in accordance with paragraph 5.10 of this Policy)

7.1.10 undertake appropriate training including refresher training at least every three years.

7.1.11 where children are engaged in one-to-one teaching (for example music, drama or sport), particular regard needs to be made to arrangements. Individual tuition should only take place in rooms with glass panels in the doors and/or internal windows in corridors.

7.1.12 ensure that any visiting speakers invited by either staff or pupils are suitable and appropriately supervised as well as following the usual School Visitor procedures

8. Referring Concerns to Children's Social Care

8.1 The decision to make a referral which could activate a child protection investigation, and the issue of gaining parental consent, are serious matters and require careful judgement. The decision to refer will normally be taken by the Headmaster or by the Designated Safeguarding Lead, who will liaise with the Headmaster as appropriate, following consultation as appropriate with the LADO/ children's social care and the Chair of Council. In cases of serious harm the police will be informed from the outset.

8.2 The Headmaster and/or Designated Safeguarding Lead should take legal advice following any referral made to children's social care or the police.

8.3 Subject to 8.1 above and the advice of the LADO/Children's Social Care, the consent of parents should be obtained before making a formal referral, unless to do so could place the child at risk of significant harm.

8.4 In accordance with paragraph 5.12.2 of this Policy, where the disclosure relates to actual abuse or the suspicion of abuse, the Designated Safeguarding Lead will report the disclosure to children's social care within 24 hours.

8.5 In the event of the School making a referral to children's social care, they should agree with the recipient of the referral what exactly the child and parents will be told, by whom and when. The Designated Safeguarding Lead should ask to be kept informed of the timing of the strategy discussion between children's social care and the police, which will decide whether and how to investigate. The Designated Safeguarding Lead should be prepared to contribute to the strategy discussion.

8.6 Children's social care are required to acknowledge written referrals within one working day, although schools should expect a prompt response in cases which appear to be urgent. If the School has not heard from children's social care after two working days the School should contact children's social care again. A record of each contact with children's social care, including the name of the officer with whom the School has spoken should be kept.

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

8.8 The flowchart *Action when a child has suffered or is likely to suffer harm* from KCSIE (2021) illustrates the action that should be taken when there are concerns about a child. (Appendix A)

8.9 Should it be decided, following the use of the flowchart and referral to Children's Social Care that a child is in need of additional help from one or more agencies be needed, the school will work with agencies and, where appropriate, use the Early Help / Common Assessment Framework (CAF), Team Around the Child (TAC) or Team Around the Family (TAF) approaches. The school will also work with agencies who can provide help and support including CAMHS and the Primary Care Trust (through the school's liaison nurse). The school will also work with relevant agencies in case of Children Missing Education

8.10 The School has a responsibility to support all children who may, at any time, be in need of additional help and will work closely with children, their families and any relevant agencies in order to provide the best support for a child.

8.11 Early Help

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

9. Whistle-blowing

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

10. Monitoring and Review

The working of this Policy will be monitored by the Designated Safeguarding Lead in the School and will report as required to the Headmaster.

The reviews of procedures, and the review of safeguarding incidents that have arisen and how they were managed, will be undertaken by Mr Ewart and Mr Potts during the Easter Term, and at any other appropriate times during the year. A written report will be submitted to the Chairman of Council, and presented for consideration at the Council Meeting in March annually, or at any other time as requested.

This Policy will also be reviewed as necessary to reflect changes in legislation, guidance and practice. This process is carried out to ensure that the School is continuing to provide the very highest standard of safeguarding possible.

Any deficiencies or weaknesses identified in this Policy or in any of the School's child protection arrangements will be remedied without delay.

11. Equal Opportunities

In meeting its safeguarding obligations the school will be mindful of the obligations under the Equality Act 2010, which covers discrimination against a pupil or prospective pupil on grounds of sex, race, caste, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. All staff, volunteers and council with responsibilities under this Policy must take into account the Equal Opportunities Policy when discharging their duties.

12. Training

Induction Training for all staff is mandatory and includes

- the child protection policy;
- Keeping Children Safe in Education;
- the peer-on-peer abuse policy;
- the pupil behaviour policy;
- the code of conduct for staff;
- the online safety policy:
- the safeguarding response to children who go missing from education;
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

DSLs and DDSLs – attend training every two years; and in addition to formal training, their knowledge and skills are refreshed at regular intervals.

All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All teaching staff will complete Educare courses in Child Protection, Peer-on-Peer Abuse and the Prevent Duty annually.

Safer Recruitment training is available to all relevant staff and council members who are involved in the recruitment process via Educare.

13. Confidentiality of Information

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

14. Key Contacts

14.1 School

Rossall School Tel: 01253 774201

Designated Safeguarding Leads (DSL)

Mrs Emma Williams (Deputy Head Boarding and DSL for Years 7-13)	email: e.williams@rossall.org.uk	Tel: 01253 774281 (office) 07979 220800 (mobile)
Mr Matt Turner (Head of Prep, Pre-prep and Nursery and DSL for Years 6 and below)	email: m.turner@rossall.org.uk	Tel: 01253 774275 (office) 07872 469585 (mobile)

Note: in the absence of either of the above, the other DSL can be contacted

Deputy Safeguarding Leads

Mr Nick Crombie (Key Stage 5)	email: n.crombie@rossall.org.uk	Tel: 01253 774262
Mrs Catherine Stacker (Key Stage 4)	email: c.stacker@rossall.org.uk	Tel: 01253 774201
Mrs Clare Cohen (Key Stage 3)	email: c.cohen@rossall.org.uk	Tel: 01253 774201
Ms Nikola Stott, Head of Nursery (Nursery and Infants)	email: n.stott@rossall.org.uk	Tel: 01253 774298
Mrs Stephanie Capstick, HR (Support Staff and Holidays)	email: s.capstick@rossall.org.uk	Tel: 01253 774257

Other Contacts

Mr Jeremy Quartermain (Headmaster)	email: headmaster@rossall.org.uk	Tel: 01253 774247 (office)
Mr Chris Holt (Chair of Council)	Postal Address: c/o Mrs O Roberts, Rossall School, Broadway, Fleetwood, FY7 8JW	Tel: 01253 774247 (school office)
Mr David Ewart (Member of Council with responsibility for Safeguarding)	Postal Address: c/o Mrs O Roberts, Rossall School, Broadway, Fleetwood, FY7 8JW	Tel: 01253 774247 (school office)

14.2 Multi-agency Contacts

Anyone can raise a concern about the safety and welfare of a child by calling 0300 123 6720 (or between 5.00pm - 8.00am on 0300 123 6722.)

Childrens Safeguarding Assurance Partnership (Lancashire)

Tel: 01772 536954

email: lscbtu@lancashire.gov.uk

Lancashire Schools Safeguarding Officer
Victoria Wallace
Victoria.Wallace@lancashire.gov.uk

Referrals (Lancashire Children's Social Care):
for Children in Need and Children at Risk
Tel: 0300 123 6720 / 6722 (out of hours)
email: cypreferrals@lancashire.gov.uk

Local Authority Designated Officer (LADO)

Tim Booth / Shane Penn / Donna Green 01772 536694

LADO.admin@lancashire.gov.uk

Children Missing Education
The Education Support Centre
Union Street
Chorley
Lancashire

Tel: 01257 517333
email: cme@lancashire.gov.uk

As the School lies close to authority boundaries, many students live in the Blackpool Council area. *

Their details are:

Blackpool Children's Social Care
Number One
Bickerstaffe Square
Talbot Road
Blackpool
FY1 3AH
Email: social.services@blackpool.gov.uk
Tel: 01253 477299

Sending a safeguarding referral / alert about a child:
Email: duty.assessment@blackpool.gov.uk
Tel: 01253 477299.

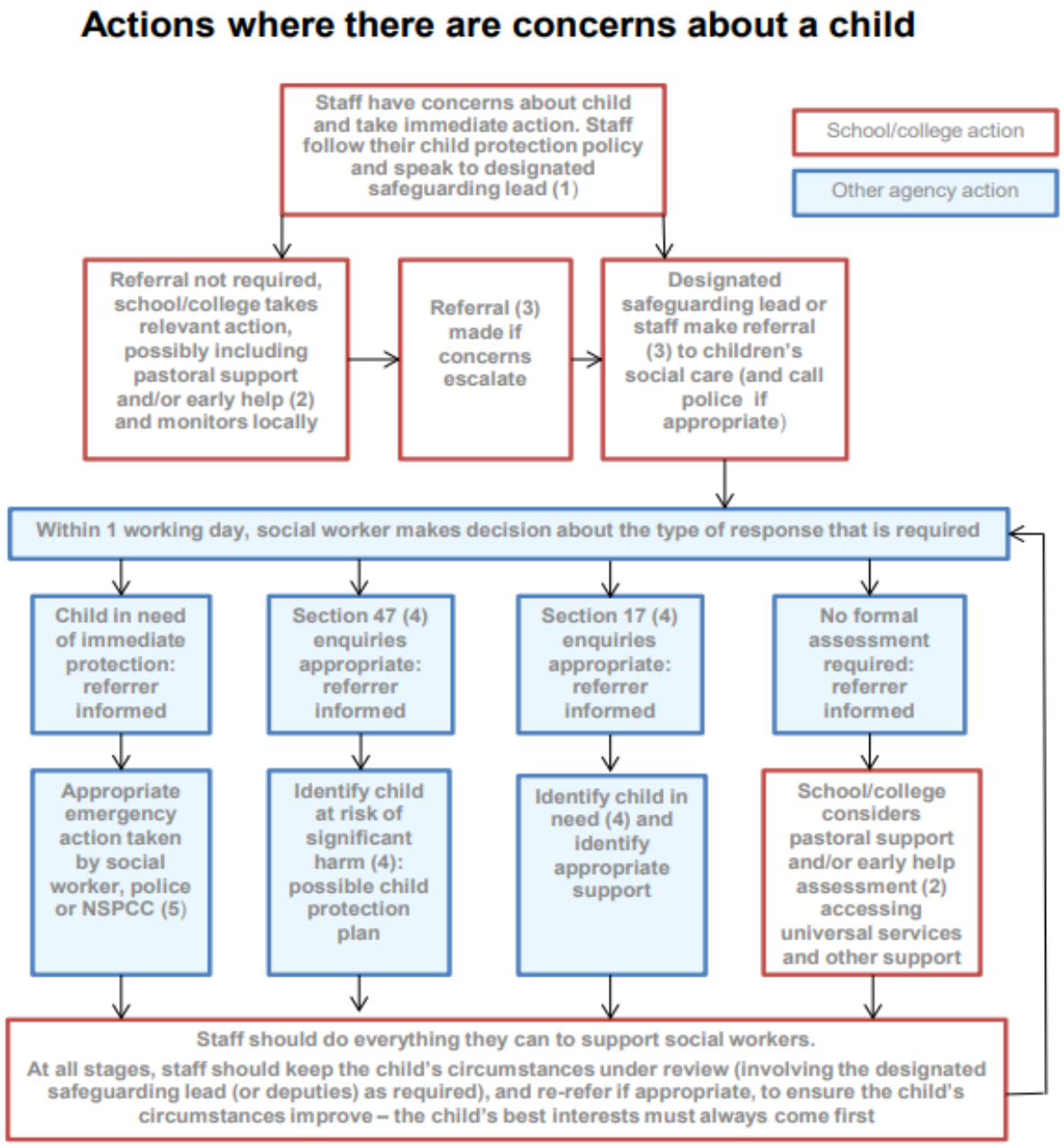
Prevent Duty

Department for Education (Extremism advice)
Email: counter.extremism@education.gsi.gov.uk
Tel: 0207 340 7264

Lancashire County Council Pam Smith, equality and cohesion manager,
Email: Pam.Smith@lancashire.gov.uk
Tel: **01772 530591**

Police non-emergency number	Tel: 101
Crimestoppers	Tel: 0800 555 111
Anti-terrorism helpline	Tel: 0800 789 321

Appendix A (from Keeping Children Safe in Education 2021)



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(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 co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) 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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix B Links to other School Policies and Procedures

This policy should be read in conjunction with the following School policies. These can be found on the Common Room shared google drive or are available on request from the School office.

- Allegations of Abuse
- Administration of Medicines
- Anti-Bullying
- Behaviour
- Code of Conduct for Staff
- Complaints: Parents
- Complaints: Pupils
- Data Protection (both for Staff and for Pupils and Parents)
- Disclosure and Barring Service (DBS)
- Safer Recruitment
- E-Safety (including Acceptable Usage for Pupils and Staff and Use of Social Media)
- Induction of New Staff in Safeguarding Children
- Interaction with Pupils
- Missing Pupils
- PSHE
- Peer on Peer Abuse
- Pupils' use of ICT, Mobile Phones and Electronic Devices
- Pupils' Confidentiality
- Restraint
- Taking, Storing and Using Images of Children
- Supervision of Pupils
- Visitors
- Whistleblowing

The following policies are applicable to the EYFS:

- Administering Medicines
- Behaviour Management Policy
- Child Protection Safeguarding Pupils & Promoting Their Welfare
- Confidentiality
- Health And Hygiene
- Health And Hygiene: Toilet Use & Nappy Changing Policy
- Missing Child
- Parental Partnership
- Risk Assessment
- Student Placement
- Sun Safety
- Supervision Of Pupils
- Supporting Children With Special Educational Needs