

Yarlet School

Safeguarding Policy

(Including EYFS and Boarding)



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Introduction

Yarlet School recognises its legal duties and takes seriously its responsibilities to protect and safeguard the interests of all children. The school recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations. Our policy adheres to all the advice and procedures stated in “Keeping Children Safe in Education” (2020) and “Working Together to Safeguard Children” (March 2015) and Prevent Duty Guidance: For England and Wales (July 2015) (Prevent).

The school ensures that it is noted by all adults who work at the school in any capacity at all (including those who are self-employed and volunteers) that they must read Part 1 and Annex A of “Keeping Children Safe in Education” (2020). A hard copy of these are available on request and electronic copies are constantly available on-line, the adult concerned must sign to confirm that the content has been read and understood.

These documents provide the basis for good practice within the school for Safeguarding Children. They should be read in conjunction with Staffordshire Safeguarding Children Board Inter-Agency Child Protection Policies and Procedures which can be found on their website (www.staffsscb.org.uk). These are in keeping with relevant national procedures and reflect what the Directorate considers to be safe and professional practice in this context. We have a duty to cooperate under the Children Act 2004. Within the context of Every Child Matters, this takes account of the need for children ‘being healthy and staying safe’.

These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people.

The documents also seek to make the professional responsibilities clear to all staff and volunteers to ensure that statutory and other duties are met in accordance with: Staffordshire Safeguarding Children Board requirements and procedures, ‘Keeping Children Safe in Education’ (2020), ‘Working Together to Safeguard Children’ (2015).

This Safeguarding Policy will be reviewed annually by the governing body.

The term DSL refers to ‘Designated Safeguarding Lead’ for Child Protection.

Safeguarding and Promoting the Welfare of Children

The definition for Safeguarding and promoting the welfare of children is:

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

Underpinning values

Where there is a safeguarding issue, Yarlet School will work in accordance with the procedures as set out in 'Keeping Children Safe in Education' (2020).

Any deficiencies or weaknesses in child protection arrangements are remedied without delay.

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Arrangements are in place for listening to children and providing early help.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Parents will be advised about the school's Safeguarding Children Policy in the Parental Information Booklet and by regular reminders of its existence on the school's website.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by Children's Social Care. The welfare of the child is paramount in such situations.
- Each child has a right to be consulted about actions taken by others on his/her behalf in an age appropriate way. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer's request for confidentiality. If a child may be at risk of significant harm, there is a duty on the school to share information with children's social care. This should be explained to the child and appropriate reassurance given when the child has expressly asked for confidentiality in these circumstances.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned (and/or those with parental responsibility) unless the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict 'need to know' basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in providing support services utilising the Common Assessment Framework Process and if necessary an assessment under Section 17 of the Children Act (1989). This is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

Thresholds for Intervention

Early Support: Early Help Assessment – EHA

Practitioners should complete an Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs, discuss the issues with the EHA trained practitioner in your school, the child and parents. You will need to obtain parental consent for a EHA to be completed. At Yarlet, the EHA trained practitioner is the Headmaster.

Is this child in need? Section 17 of the Children Act 1989 says they are if:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority;
- their health or development is likely to be impaired, or further impaired without the provision of such services;
- they are disabled.

Is this a child protection matter? Section 47 of the Children Act 1989 says it is if:

- children are at risk or are suffering significant harm;
- children are suffering the effects of significant harm;
- children have serious health problems.

If the DSL considers that the welfare concerns indicate that this is a 'Child in Need', he/she will speak with parents/young person and obtain their consent for referral to First Response (see below) to request an assessment. Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by children's social care when children are deemed to require section 17 services. Some children in 'acute need' (see SSCB Threshold guidance) may require Child in Need section 17 support. This could include children who self harm or disclose an intent to commit suicide (SSCB procedure 4U).

Child protection

Section 47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. School staff do not investigate whether a child has been abused. This is the duty of social workers from the Safeguarding team and the police. School staff refer reasonable concerns which indicate that a child may be at risk of significant harm. **Anyone who has a concern must discuss the issue with the DSL and complete a Child Protection Initial Concerns Proforma (this is included towards the end of this policy).**

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under Section 47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, for example, medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Guidance on 'Whether this is a Child Protection Matter'

If anyone has any concerns about any child they should make them known to the schools Designated Safeguarding Lead (DSL). This is the school's Headmaster, Mr Ian Raybould. Mrs Nicky Burrows-Berry, Deputy Head, acts as Deputy Designated Safeguarding Lead (DDSL) to Mr Raybould. The school also has a Deputy Deputy DSL (DDDSL), Miss Dewey, who staff can speak with on the rare but unavoidable occasions when both the DSL and DDSL are not on the premises. In the absence of the DSL and DDSL, the Headmaster has authorised the DDDSL to deal with any safeguarding matter; it should be clear that, in such circumstances, the DDDSL has the authority and status to act on any safeguarding matter in accordance with her training. Staff are trained to understand our safeguarding policy and procedures and all staff have up-to-date knowledge of safeguarding issues. Adults are trained to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. Adults are trained to be aware of the particular vulnerabilities of those with SEND and those children who are looked after or previously looked after. Concerns may include:

Impairment of children's physical and mental health:

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

Adults working at Yarlet School should be 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. They are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one. Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that adults are aware of how these experiences can affect children's mental health, behaviour and education. Staff should take action on any mental health concerns that may also be safeguarding concerns, following the procedures set out in this policy.

Emotional abuse:

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as over protection 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 Cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect:

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

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 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 online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Staff are trained to look out for:

- Significant changes in children's behaviour;
- Deterioration in children's general well-being;
- Unexplained bruising, marks or signs of possible abuse or neglect;
- Children's comments which give cause for concern;
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/ or
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual and responsibilities; or inappropriate sharing of images.

More detailed information about the types and signs of abuse can be found on NSPCC's website:

<http://www.nspcc.org.uk>

Making Referrals

If at any time there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. Anyone can make a referral.

In other cases, where a child is registered at school, consultation must take place with the school's DSL or named Deputy DSL if the DSL is not on the premises or named Deputy Deputy DSL if neither of these are on the premises. This person will decide who would be the most appropriate person to initiate any referral. A written record of your concerns should be made using the schools internal recording form which can be found towards the end of this policy. This should then be given to the

DSL/DDSL/DDDSL who will make the decision as to whether a referral is needed to Staffordshire's First Response Team or the child's allocated social worker if the child has one.

If the child lives in an authority outside of Staffordshire, the matter should still be raised with Staffordshire's First Response team or Staffordshire Social Services (if the child has a social worker). However, it should also be referred by the DSL/DDSL/DDSSL to the authority in which the child lives. Each authority has a First Response equivalent (where the child does not have an allocated social worker) and social services (in cases where a child does have an allocated social worker). The person making the referral should satisfy himself/herself that an authority has taken responsibility for dealing with the referral before considering the matter 'referred'.

If it is not possible to speak to the DSL/DDSL/DDDSL and there would be an unwarranted delay by not doing so, the person with the concern should contact First Response to discuss the situation. It should be stressed that it is everyone's responsibility to safeguard children and anyone can make referrals to First Response. In such cases, the DSL must be informed about the referral as soon as possible. For referral to First Response phone: 0800 1313126 and speak to the operator. You will need to follow this up with written confirmation on the Multi-agency referral form (MARF) within 48 hours. The multiagency form is available from the SSCB website (procedure 3B):

www.staffscb.org.uk

Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, included social service departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to cooperate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

Talking to and listening to children

If a child chooses to disclose, you SHOULD:

- be accessible and receptive;

- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- make a careful record of what was said;

You should NEVER:

- take photographs of injuries;
- examine marks/injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid);
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure or a 'statement'.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Record keeping

Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes poor record keeping. ('Keeping Children Safe in Education' 2020)

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- state who was present, time, date and place;
- use the child's or adult's words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be written in ink and signed by the recorder.

Records about child protection or pertaining to welfare concerns or issues will be retained securely and separately to the curriculum records of the child. Where children leave the school the DSL at Yarlet ensures their child protection file is transferred to the DSL at the new school or college as soon as possible. This is transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt.

Homestay arrangements for children who stay with families

Yarlet does not place any of its long-term pupils with families. When Yarlet pupils make overseas visits, they remain under the care of adults from Yarlet School.

However, pupils from other schools occasionally visit Yarlet for extended periods of two weeks or more. In such circumstances, they are classed as boarders and are therefore subject to the National Minimum Standards for Boarding Schools. Sometimes Yarlet arranges for these pupils to stay with Yarlet families. In such circumstances, the requirements of NMS 20 are carefully adhered to. NMS 20 requires that:

- Lodgings are checked before use and are monitored during use to ensure that they provide satisfactory accommodation and supervision.
- Lodgings are of a comparable standard to accommodation provided by Yarlet.
- The Head of Boarding visits all potential lodgings and interviews any adult who will be responsible for the accommodation of the pupils, takes up references and has recorded a satisfactory assessment, before any pupil is placed there.
- Any member of the host family aged over 16 are subject to a DBS check completed at the standard level, with a satisfactory outcome known before any pupil is placed.
- Yarlet ensures that all adults providing lodgings for pupils on its behalf have undergone safeguarding training and that they understand the school's policy in relation to pupils going missing and their role in implementing that policy.
- Yarlet has a satisfactory written agreement with each adult providing lodgings for pupils on its behalf.
- The school provides satisfactory written guidance to host families accommodating pupils on behalf of the school, covering the school's policy and practice for lodging pupils.
- At least once per school term, a member of staff discusses their lodgings separately with each pupil accommodated by or on behalf of the school in lodgings, recording the pupil's assessment in writing and taking action on any concerns or complaints.

The Safety of pupils when they are being cared for by staff from another organisation

When pupils take part in off-site visits and trips, staff from other organisations may help to care for our pupils.

On such occasions, assurance will be gained that the staff from the other organisations have been checked for suitability to work with children. In the event that their suitability cannot be checked, pupils will not be left with the staff from the other organisations without the presence and supervision of a Yarlet member of staff.

Working with other agencies to safeguard and protect children and attendance at Child Protection Conferences

Yarlet School recognises its duty to contribute towards the safeguarding and protection of both children at risk of significant harm and children in need. The objective in all cases is to recognise when a child needs support and to act in a way which prevents problems from escalating, working closely alongside external agencies when this is what is called for and offering excellent pastoral care within school at all times.

In cases where Child Protection Conferences are required, the DSL (Mr Raybould, Headmaster) will attend the initial conference. Mrs Burrows-Berry will attend Child Protection Conferences in her role as Deputy DSL and named person where Early Years are concerned. A written report will be provided for the conference. Parents will be informed of what is in the report as there should be no surprises about the information shared at the conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the Class teacher or Tutor to attend the subsequent core group meetings and they will be given appropriate support around safeguarding issues by the DSL.

Peer on peer abuse

All adults at Yarlet School must accept and recognise that children are capable of abusing their peers. At Yarlet School, peer on peer abuse will never be tolerated or passed off as 'banter', 'just having a laugh' or being 'part of growing up'.

At Yarlet School we accept that statistics show that peer on peer abuse is gendered (i.e. that it is more likely that girls will be victims and boys perpetrators), but that it can take other forms and that all peer on peer abuse is unacceptable and will be taken seriously. We further accept that as the school provides a flexi-boarding service, we need to be especially alert as the risk of inappropriate pupil relationships and the potential for peer on peer abuse is increased in residential settings.

In relation to peer on peer abuse, Yarlet School will carefully follow the guidance and procedures as detailed in Part 5 of Keeping children Safe in Education (2020) and in the advice and guidance supplied by the DfE: 'Sexual violence and sexual harassment between children in schools and colleges' (May 2018):

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

We require all adults to be aware of:

- What peer-on-peer abuse is;
- How to minimise the risk of peer on peer abuse;
- What to do with allegations or concerns about of peer on peer abuse.

What is Peer on Peer abuse?

It can be difficult to establish the boundary between incidents that should be regarded as abusive and incidents that should be dealt with by the school's typical behavioural and disciplinary systems. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. For example, unkindness, physical fighting and harassment between children are not always or inevitably

seen as child protection issues. However, it may be appropriate to regard peer on peer behaviour as abusive if harm is caused because:

- **There is a significant power imbalance between the young people concerned.** The abuse of children is often constructed around an age differential between the abuser and the abused, but in cases of peer on peer abuse this may not always be the case. In such circumstances, power imbalances can manifest in other ways, for example gender, social status within peer groups, intellectual ability, physical development, economic wealth, social marginalisation and so on.
- **The perpetrator has repeatedly tried to harm one or more other children.**
- **There are concerns about the intention of the alleged perpetrator.** If evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether severe harm was caused or not.

Different forms of abuse are well documented in this policy and include physical, emotional and sexual abuse. Peer on peer abuse can take on any of these forms. Some examples of peer on peer abuse include:

- Abusive teenage relationships (both physical and emotional);
- Girls and boys being sexually touched/assaulted;
- Sexting;
- Sexual harassment;
- Upskirting (This 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 cause the victim humiliation, distress or alarm. It is now a criminal offence.);
- Prejudiced behaviours such as sexism, racism and social marginalisation;
- Bullying, where the context links to any of the above.

Issues surrounding Honour Based Violence, Forced Marriage and Radicalisation may also be relevant where coercion or power imbalances are involved between peers.

It is also important to recognise that peer on peer abuse may well involve pupils here and young persons and children in other contexts, thus making a full range of abuse types possible. Staff must have an awareness of **contextual safeguarding**. All adults need to be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of Yarlet's or a family's environment. All adults should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence). Adults should refer concerns in accordance with the procedures set out in this policy.

How to minimise the risk of peer on peer abuse

In the broadest sense, it is hoped that Yarlet's pastoral, academic and extracurricular content combine to create and sustain an environment that helps to minimise the risk and occurrence of peer on peer abuse.

Yarlet also looks to take a proactive, preventive and educative approach to safeguarding issues with its staff and pupils. Opportunities are sought to give teaching and learning opportunities to our pupils, within the context of visits from the police, NSPCC and during timetabled PSHE lessons. Other possible avenues for such education to take place include

education about abusive behaviour in our chapel services and assemblies or during pastoral discussions between pupils and class teachers, tutors and Senior Leaders.

What to do with allegations or concerns about of peer on peer abuse

Any general concern or direct disclosure by a pupil of an incident of peer on peer abuse should be taken very seriously and managed sensitively. The basic principles of listening sensitively, providing reassurance, not asking leading questions and not guaranteeing confidentiality should be remembered at all times.

Details of the concern or disclosure should be written up in a similar way to any other safeguarding concern and must be referred to the DSL or, in his absence, one of the deputies without delay. The DSL, DDSL or DDDSL will then proceed following the guidance and procedures as set out in Part 5 of 'Keeping Children Safe in Education' (2020) and 'Sexual violence and sexual harassment between children in schools and colleges'.

Allegations of abuse against or concerns about a person working in a position of trust (including supply staff)

Children can be the victims of abuse by those who work with them in any setting. It is everyone's responsibility to report cases that might indicate a person may pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. Any member of staff (at any level and including the DSL and any deputies) or any volunteer must be reported if they have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- exhibited behaviour or been involved in an incident outside school which may suggest that he or she may pose a risk to children; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

All concerns or allegations will be taken seriously. Our school will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions would apply up to the point where the accused person is charged with an offence or the DfE/ Teaching Regulation Agency (TRA) publish information about an investigation or decision in a disciplinary case. The school follows the government guidance as set out in Part 4 of 'Keeping Children Safe in Education' (2020).

Any allegation or concern should be made to the DSL or, if he is not on the premises or the allegation involves him, to the Chair of Governors. The DSL or Chair of Governors will then, within 24 hours, make contact with the designated officer at the local authority to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Allegations or concerns against supply staff are dealt with this same way as permanent staff.

Discussions will be recorded in writing and any communication with both the individual and the parents of the child/children agreed.

In a case where the school were to dispense with a person's services because of unsuitability to work with children, or would have done so had the person not resigned, the matter would be referred promptly to the Disclosure and Barring Service. Consideration is also given to making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence'.

Whistle Blowing

Any adult working or volunteering in this school is encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately. Our school has a culture of safety and of raising concerns. It has a culture of valuing staff and of reflective practice. If a person felt unable to follow standard procedures as detailed above relating to an allegation against a member of staff or volunteer, he or she can find further guidance in our 'Whistle Blowing Policy'. Yarlet School's whistle blowing policy can be found on the school's website.

Suspension of a member of staff involved in Boarding

Should a member of boarding staff be suspended pending an investigation into a safeguarding allegation, then the Head will cover any boarding duties. If the Head is not available or is the person suspended, another suitably qualified and experienced member of staff will cover the boarding duties. If the boarding member of staff who has been suspended lives on site, alternative accommodation will be provided for him or her. With this in mind, it would not be necessary to find alternative accommodation for boarders in such circumstances.

Protecting yourself against allegations of abuse

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. Further guidance is provided in the 'Code of Professional Conduct' in 'Section E' of the Yarlet Staff Handbook. The following sensible precautions can be taken:

1. When working alone with children, ensure that you are in a room where there is a glass panel in the door or leave the door open. Make sure that other adults visit the room occasionally. Avoid working in isolation with children unless thought has been given to safeguards.
2. Whilst it should be understood that Yarlet School does not have a 'no contact' policy and it is accepted that it can often be positive and entirely appropriate to touch children, for example: when holding the hand of a young child at the front or back of a line whilst moving around school, when comforting a distressed or upset child, when intervening to prevent harm, when a child is being congratulated or praised or to give first aid, children must never be touched inappropriately or in a way which does not observe proper boundaries appropriate to a member of staff's or volunteer's professional position.
3. In subjects where touch might be necessary for proper instruction or safety reasons such as in music lessons or physical education sessions, always ask or advise the pupil first and explain your reasons for wanting to or needing to touch them. For example, in music, "Do you mind if I put your finger in the right place on the string as this will help you to make a better sound?" or in physical education, "I am going to support you to avoid you injuring yourself".
4. Do not give pupils lifts in your car unless this has been specifically agreed by a parent and member of the Senior Leadership Team.
5. Do not arrange to meet pupils outside of school hours unless this is on school related business which parents and the Senior Leadership Team are aware of.
6. Never give out personal phone numbers or private e-mail addresses.
7. Never 'befriend' or chat to pupils on social network sites.
8. Points 5, 6 and 7 also apply to ex-pupils under the age of 18 years. When dealing with ex-pupils under the age of 18, it is just as important that your behaviour should be aimed at minimising the risk of creating a situation which may be misunderstood or lead to allegations.

9. Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent. Although Yarlet only has pupils of 14 years or younger, this is an important point to remember as we do have contact with other settings, some of which have older pupils.
10. It is sometimes necessary to use reasonable physical force or restraint against pupils to prevent them from injuring themselves or others. It is important to remember that if such actions are carried out, parents must be informed and all details must be documented in accordance with our Physical Restraint Policy which is accessible on-line. Under no circumstances should children be punished by any form of hitting, slapping, shaking or anything else which involves physical contact. (Please see below for further details.)

Use of reasonable physical force

There are circumstances when it is appropriate for adults in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by adults that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Adults working alongside children at Yarlet School should be aware that the school does not have a 'no contact' policy as we believe that this would leave adults unable to fully support and protect our pupils. We leave the decision on whether or not to use reasonable force to control or restrain a child to the professional judgement of the adult/s concerned and such decisions should always depend on individual circumstances. However, adults should always be mindful of the guidance provided in this policy in relation to 'Protecting yourself against allegations of abuse'.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, you should consider the risks carefully and remember the additional vulnerability of these groups. You should also consider your duties under the Equality Act 2010 in relation to making reasonable adjustments and being non-discriminatory. Where challenging behaviour has been identified, the SENDCo will provide guidance on proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers.

Relationships within boarding

We promote and expect positive relationships to exist amongst boarders and between boarders and staff.

When there are issues between pupils, these can often be resolved informally but, on rare occasions, it may be necessary to implement the school's Anti-Bullying Policy and/or Behaviour and Discipline Policy as these also apply to boarders. There are additional rules which also apply to boarders; these are included in the Boarding Staff Handbook and are displayed in all dormitories.

It must be recognised that there is always the possibility of a pupil or group of pupils abusing another pupil. Further details and guidance can be found within the 'Peer on peer abuse' section of this policy.

All staff must maintain a positive and professional relationship between themselves and the boarders at all times. There should be no favouritism or inappropriate one-to-one contacts between staff and boarders.

Pupils must not enter staff accommodation.

Recruitment, supervision and training for staff

When recruiting new members of staff, the school follows the government guidance as set out in Part 3 of 'Keeping Children Safe in Education' (2020 – Updated January 2021 – Post EU Exit). In accordance with this, amongst other checks, the school ensures that enhanced DBS checks are undertaken, that appropriate references are obtained and that qualifications are verified. Accredited Safer Recruitment Training has been undertaken by senior members of staff, including the Headmaster and Deputy Head and at least one of these people will always be present during any selection and interview process.

Newly appointed staff and volunteers will have a robust induction when they join the school. This includes:

- Being provided with the School's Safeguarding policy with an expectation that it will be read carefully in its entirety and attention drawn to key sections relevant to the person's position and responsibilities and, in all cases, the identity and function of the DSL;
- Being provided with access to Part 1 and Annex A of 'Keeping Children Safe in Education' (2020) which all adults at Yarlet School MUST read and sign to verify that they have been read and understood.
- Being provided with the Yarlet Staff Handbook with an expectation that it will be read carefully in its entirety and attention drawn to key sections relevant to the person's position and responsibilities and, in all cases, attention drawn to the Code of Professional Conduct and Fire Procedures as set out within the handbook;

The above points are revisited during a staff training day which takes place every year on the first day of the school year (a day which is for staff only).

The DSL, DDSL and DDDSL will attend a multi-agency Staffordshire Safeguarding Children Board Course at Level Three or above at least every 2 years in order to maintain continuous professional development and comply with statutory guidance and the SSCB training strategy.

What a member of staff, volunteer or governor must do if they become the subject of a police investigation

Any staff member, volunteer or governor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the Headmaster or, if the subject of the investigation is the Headmaster, the Chair of Governors. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before or during their employment at the school. The Headmaster or Chair of Governors will discuss any potential safeguarding matters with the designated officer at the local authority and any required action will be agreed.

Any staff member, volunteer or governor whose own children become subject to child protection investigations must inform the Headmaster, or in the case of the Headmaster's children, the Chair of Governors. The Headmaster or Chair of Governors will then discuss with the designated officer at the local authority in regard to procedures for dealing with allegations against persons who work in a position of trust with children. Appropriate action will be agreed.

The Role of the Designated Safeguarding Lead (DSL)

The school has adopted the guidance as set out in Annex B of 'Keeping Children Safe in Education' (2020).

The Governing Body ensures that the school has designated an appropriate senior member of staff to take lead responsibility for child protection. At Yarlet School this is the Headmaster. As the Headmaster, this person has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

1) Managing referrals

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

- The designated officer(s) for child protection concerns (all cases which concern a staff member),
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).

2) Act as a source of support, advice and expertise to staff on matters of safety safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

3) Training

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Safeguarding Children Policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

4) Raising Awareness

The designated safeguarding lead should ensure the school's policies are known and used appropriately:

- Ensure the school's Safeguarding Children Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this.
- Ensure the Safeguarding Children Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.

- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Safeguarding Pupils who are Vulnerable to Radicalisation and/or Extremism

This section of the policy has due regard to

Prevent Duty and Guidance: for England and Wales (March 2015);
The Prevent duty: Departmental advice for schools and children (July 2015); and
The use of social media for on-line radicalisation (July 2015).

The Counter-Terrorism and Security Act 2015 places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty) and in so-doing to have regard to guidance issued by the Secretary of State. The Prevent duty came into force on 1st July 2015.

Since 2010, when the government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Yarlet School values freedom of speech and the expression of beliefs as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Yarlet School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability include identity crisis, personal crisis, personal circumstances, unmet aspirations, experiences of criminality and special education needs. However, this list is not exhaustive nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. Yarlet School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk Reduction

The school governors, the Headmaster and the Designated Safeguarding Leads will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly provision, the use of school

premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to Yarlet's profile, community and philosophy.

Response

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC at Yarlet School is Ian Raybould. The responsibilities of the SPOC are described in the following section.

Preventing violent extremism – roles and responsibilities of the single point of contact (SPOC)

The SPOC for Yarlet School is Ian Raybould who is responsible for:

- Ensuring that all Yarlet staff are aware that he is the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Yarlet School in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly provision to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example, they may address mental health, relationship or drug/alcohol issues.

Normal referral processes are available where there are concerns about children who may be at risk of being drawn into terrorism. Contact details for agency involvement including those for support and advice about extremism are: the LA Prevent lead in Prevent priority areas, the local police force, 101 (the non-emergency police number) and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and the website below:

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

It is made clear that anyone who has a concern may make a referral.

In the case of pupils identified as being at risk of radicalisation, Yarlet School will need to consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care for example. Parental consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm. Prevent requires schools to set out clear protocols for ensuring that any visiting speakers, whether invited by staff or pupils, are suitable and appropriately supervised.

Attention must be paid to school practices which help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Children should understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. In relation to Prevent, for compliance purposes, schools should be able to 'demonstrate activity' as required by the statutory guidance. Schools should have arrangements to respond to pupils who may be targeted or influenced to participate in radicalism or extremism. Prevent guidance expects schools to ensure that children are safe from terrorist and extremist material when accessing the internet through school systems and to establish appropriate levels of filtering.

Safeguarding pupils who are vulnerable to child criminal exploitation (CCE) and child sexual exploitation (CSE)

CCE and CSE are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. The imbalance can be due to age, as well as other factors like 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 (e.g. increased status) of the perpetrator or facilitator. It can be perpetrated by individuals or groups, males or females, and children or adults. It can be a one-off occurrence or be 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 can involve violence or threats of violence. Victims can be exploited even when activity appears to be consensual. It can happen online as well as in person. Any concerns should be reported in accordance with procedures outlined in this policy.

Safeguarding pupils who are vulnerable to forced marriage, female genital mutilation (FGM) or trafficking

In the case of FGM, it is **mandatory** for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's DSL and involve children's social care as appropriate.

Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other. Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum. Our school works with and engages our families and communities to talk about such issues. Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible. Our Designated Safeguarding Lead knows where to seek and get advice as necessary.

Our school brings in experts and uses specialist material to support the work we do.

What we do when we are concerned

Where risk factors are present but there is no evidence of a particular risk then our DSL /SPOC advises us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the pupil/student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible):

- The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
- The school will review the situation after taking appropriate action to address the concerns.

The DSL/SPOC will also offer and seek advice about undertaking an early help assessment such as the family Early Help Assessment (fEHA) and/or making a referral to children's social care. The local family support and safeguarding hub can assist us.

If the concerns about the pupil/student are significant and meet the additional needs/complex need criteria, they will be referred to the MASH. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

The DSL at Yarlet School demonstrates his commitment to the Prevent strategy by ensuring, as a minimum, that he has accessed Prevent awareness training, such as the on-line general awareness training module on Channel promoted in the non-statutory advice, and is able to provide advice and support to other members of staff on protecting children from radicalisation.

The DSL ensures that all staff have training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people for further help.

Safeguarding vulnerable children

Vulnerable children include those who have a social worker and those children with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Yarlet School recognises that previously looked after children are a potentially vulnerable group who may not have a social worker and will consider the support and offer to this cohort of children. In particular, families and friend's carers may need additional support. Some previously looked after children may still have significant emotional wellbeing needs linked to their journey into care. Education settings have a key role in supporting the stability of those children with special guardianship orders or in adoptive homes.

Senior leaders, especially the Designated Safeguarding Lead (and deputies) need to know who our most vulnerable children are.

Yarlet School will work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the Local Authority virtual school head (VSH) for looked-after and previously looked-after children. We will work with social workers to ensure that Personal Education Plans (PEPs) for Looked After Children are up to date with the current education offer that looked after children are accessing.

Safeguarding children who work from home

It is important that all staff who interact with children, including online, continue to look out for signs of when a child may be at risk. Any such concerns should be dealt in accordance with the procedures set out in this policy and where appropriate referrals should still be made to children's social care and as required, the police. Online teaching should follow the procedures and principles as set out in Yarlet School's Code of Conduct and Video Conferencing Usage Agreement.

Yarlet School will ensure that any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Children going missing from education

A child going missing from education is a potential indicator of abuse or neglect. Yarlet School will therefore 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 medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or
- have been permanently excluded.

Furthermore, Yarlet School will inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Death of a child whilst at Yarlet School

In the tragic and unlikely event that a child were to die whilst at Yarlet School, the school would follow procedures as set out in Chapter 5 of 'Working Together to Safeguard Children' (2015). This would include the school's full cooperation with other agencies including the Local Safeguarding Children Board in relation to the review which would need to be carried out as set out in Regulation 6 of the Local Safeguarding Children Boards Regulations 2006, made under section 14(2) of the Children Act 2004.

E-Safety

The growth of different electronic media in everyday life and an ever-developing variety of devices including PCs, tablets, laptops, mobile phones and webcams place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships.

The anonymity of the internet allows adults, sometimes pretending to be children, to have conversations with children and in some cases arranging to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of cyberbullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation ('Happy Slapping'), or distributing indecent images of children (e.g. 'Sexting').

The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE and sex and relationship education.

Protection is Prevention

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the school's DSL should be informed immediately.)

- Pupils should not give out their personal details, phone numbers, schools, home address or computer passwords.
- When on school premises, pupils and adults must adhere to the school's policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Early Years Foundation Stage

The Designated Lead will take responsibility for safeguarding children within the EYFS setting and liaise with local statutory children's agencies as appropriate. He will inform OFSTED of any allegations of serious harm or abuse by any person living, working or looking after children at the premises, (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. He will inform Ofsted of the above, as soon as is reasonably practicable, but at the latest within 14 days.

Whole School Mobile Phone Policy (including EYFS)

The aim of this policy is to protect children from harm by ensuring the appropriate management and use of mobile phones by everyone who comes into contact with the setting.

Under no circumstances are mobile phones and personal cameras to be used to record and/or store images of the children.

Pupils are not permitted to bring mobile telephones into school except under certain circumstances (please see separate mobile phone policy).

Staff may use their personal mobile phones at break times when well away from children but must store their phones out of sight and reach of children.

Visitors, including other professionals, contractors and parents/carers are made aware by signs and verbal reinforcement that they are not to use their mobile phones at all where children are present.

Staff are advised to provide their work place contact number to their family members and own children's schools/settings for use in the event of an emergency.

During off-site visits, staff take their own mobile phones but under no circumstances will mobile phones be used to record and/or store images of the children. There is an additional mobile phone which is held by the Finance Manager. This is also a phone only, not a camera phone, and is clearly labelled as a 'works mobile phone'. The Key Person/Visit Leader may take this phone with them and is permitted to use it in case of emergency as well as to keep in contact with the school.

Whole School Camera Policy (Including EYFS)

The aim of this policy is to minimise the risk of inappropriate sharing of images of children and to promote appropriate and acceptable use of photographic equipment and resources for storing and printing images.

Consent is required from parents under the Data Protection Act 1998 as images are considered to be personal data. All images are to be stored and disposed of in line with the Act.

Consent forms must be signed by parents/carers with parental responsibility when they register their child with the setting and copies of the consent forms will be provided to parents on request. Images must not be used for anything other than the agreed purposes unless additional consent is obtained.

Under no circumstances are mobile phones and personal cameras to be used to record and/or store images of the children.

Photographs must be appropriately disposed of should they be no longer required. This could include giving the images to parents, deleting or shredding.

The purpose and context for any proposed images is always considered to decide whether a photograph or video are the most appropriate method of recording the information. Our purposes in taking any images are for the public domain, i.e. our website, or for highlighting aspects of the school for marketing purposes, including on social media sites; or for within school use only, i.e. for use in display and to document children's learning. Parents may agree that images of their children may be used for either or both of the uses and may withdraw consent at any time.

Reputable professional photographers may be used but only where evidence of their authenticity and identity can be checked on arrival at the setting. No unsupervised access to children is allowed in these instances as the photographer is viewed as a visitor.

The use of any photographic equipment by staff, parents or visitors is with the consent of the Headmaster. Members of staff have the authority to challenge anyone using photographic equipment without prior consent.

All images of children are purposeful and show them in an appropriate context. All staff follow confidentiality and information sharing procedures which are agreed and informed at induction; all staff have a clear understanding of what constitutes misuse and avoid putting themselves in compromising situations which could be misinterpreted and could lead to potential allegations. All staff are made aware of reporting concerns immediately.

Children's Records (including EYFS)

As encouraged throughout the EYFS, we have in place detailed individual learning journeys for all children in our setting which document, give evidence for and monitor children's learning and development progress.

We include observations of children at play, in individual and/or group situations. Learning journeys are treated as personal data as each journey relates to an individual, identifiable child.

Blanket consent is requested from parents and carers for group images to be included in the learning journeys of other children. If parents/carers do not grant consent, images are not shared across learning journeys of other children.

Parents are informed and made aware that they must not share, distribute or display images containing other children without the relevant permission or consent from their parents/carers.

Learning journeys remain on site at all times, until children leave the school.

If at any time a child refuses to have their photograph taken or becomes upset, no photographs will be taken.

ALL PARENTS ARE ASKED TO COMPLETE THE FOLLOWING FORM WHEN THEY REGISTER THEIR CHILD AT YARET SCHOOL:

Use of Images

Name of child:

- I DO** give permission for Yaret School to place any photographs of the above named child in the public domain for publicity purposes. *(This may include appearances in physical publications such as newspapers and magazines as well as electronically such as on the school's website or in Yaret's social media news posts.)*

- I DO NOT** give permission for Yaret School to place any photographs of the above named child in the public domain for publicity purposes.

- I DO** give permission for Yaret School to include photographs of the above named child for assessment, record keeping and/or school display purposes. In EYFS, this includes appearances in any 'Learning Journey' record. *(Including other children's 'Learning Journey' records.)*

- I DO NOT** give permission for Yaret School to include photographs of the above named child for assessment, record keeping and/or school display purposes.

- I AGREE** that I will not share images of other Yaret pupils either in hard copies or electronically unless I have previously obtained permission from their parents/carers. (This includes posting images of other pupils on social media sites.) I accept that agreeing to this is a condition of registering my child at the school.

Signed: Date:
(Person with parental responsibility)

Please Print:

Use of photographic images of school productions or special events in which children are involved

We recognise that parents, carers and/or other family members will want to record and/or photograph school productions and/or special events. However, we ask them to respect the following guidelines which are displayed around school:

- Use of recording/photography equipment should only be in appropriate areas and should never encroach on a child's privacy.
- Unnecessary close-ups of other people's children should be avoided.
- Taking photos must not cause any embarrassment or distress to any pupil.
- Video recording or photographing should immediately stop if this is requested by a member of staff.
- Any photographs or videos taken must be for personal use only and should not be shared either in hard copies or electronically unless permission has previously been secured from all the parents/carers concerned. (This includes posting images of pupils on social media sites.)
- Use of recording/photography equipment should avoid obstructing the view of others.

Resources

Section 175 /157 of the Education Act 2002 puts an explicit duty on Governing Bodies to ensure their functions are exercised with a view to safeguarding and promoting the welfare of pupils. The governing body will therefore ensure that sufficient resources are made available to enable proper procedures and guidance to be followed. The Staffordshire Safeguarding Children Board and the 'Keeping Children Safe in Education' (2020) document provide details of what the proper procedures and guidance are.

The Governing Body will also ensure that all Governors have an understanding of safeguarding issues and those policies and procedures are in place in school to safeguard and promote the welfare of all pupils in the school. Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

Key documents referred to in this policy are:

- Keeping Children Safe in Education (2020)
- Working Together to Safeguard Children (2015)
- Staffordshire's Safeguarding Children Board's Procedures and Guidance (<http://www.staffsscb.org.uk>)
- School Anti-Bullying and Behaviour and Discipline Policies
- School Whistle Blowing Policy
- Staffordshire e-safety Tool Kit

The Designated Safeguarding Lead for Child Protection (DSL) in this school is:

Mr Ian Raybould, Headmaster

The Deputy Designated Safeguarding Lead for Child Protection (DDSL) in this school is:

Mrs Nicky Burrows-Berry, Deputy Head

In the event that a safeguarding concern arises when the DSL and DDSL are not on site, this concern should be reported to Stephanie Dewey as she has been designated as the person who should cover for the DSL and DDSL when they are absent. As such, she has received the necessary, higher level child protection training.

The Nominated Governor for Safeguarding is:

Mrs Judith Tether

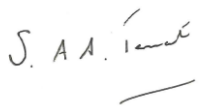
The Chair of Governors is:

Mrs Sarah Tennant

ADOPTED BY GOVERNORS IN: September 2020

REVIEW DATE: September 2021

Signature:



Sarah Tennant
Chair of Governors

An annual Safeguarding audit will be led by the Governor with responsibility for Safeguarding at least once per year who reports back to the full Board of Governors. This will include a review of the policies and procedures and the efficiency with which related duties have been discharged.

Safeguarding matters can also be obtained from:

Julie Astall - Designated Officer at the Local Authority - 01785 278958

julie.astall@staffordshire.gov.uk

First Response Team including designated officer advice (0800 1313126).

Emergency Duty Team (for out of office hours referrals for children) 0845 6042886

Links with other school policies

This policy should be considered within the context of other policies and documents relating to our work with children and young people. These include our Anti-bullying, Behaviour and Discipline and Whistle Blowing Policies and the Code of Professional Conduct as set out in the Staff Handbook.

Contact details for referrals:

First Response Team: Tel: 0800 13 13 126 Email: frist@staffordshire.gov.uk

Central Referral Unit: Tel: 0300 123 44 55

Emergency Duty Service: Tel: 0845 604 2886 (public)
(out of hours) Tel: 0845 604 2889 (agency)

Pupils' Welfare Issues: Tel: 01785 278958

Families First: Tel: 01902 506150

Yarlet School Chair of Governors: Email: sarah.tennant@yarletschool.org



Est. 1873

YARLET SCHOOL

Where excellence begins and confidence grows

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Not to be kept with Central File; to be kept in Child Protection Cabinet

First Response: 0800 13 13 126

Date _____ **Time** _____

Name of Child _____

Name of person spoken to at First Response _____

Phone call made by _____

Advice from First Response

Action by school



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Child Protection – Initial Concerns Pro-Forma – to be given to Designated Safeguarding Lead (DSL, Ian Raybould) or, in his absence, to the Deputy DSL, Nicky Burrows-Berry or, in her absence, the Deputy Deputy DSL, Stephany Dewey.

Date of Concern _____ **Time of Concern** _____

Name of Child _____

Date of Birth _____ **Address** _____

Nature of Concern

Member of Staff raising concern:

Action by School