



Gosfield School

Safeguarding and Promoting the Welfare of Pupils Whole School, including EYFS

STATEMENT OF INTENT

The safety and well being of all our pupils at Gosfield School, from the Early Years Foundation Stage right through to the sixth form, is our highest priority. The school is committed to acting in the best interests of the child at all times. This policy is applicable to all pupils, including those in the EYFS (Nursery and Reception class). We recognise our duty to both children in need and to children at risk of harm. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other.

The purpose of this policy is to inform staff and others of the proper course of action if for any reason they believe a pupil:

- has suffered or is likely to suffer significant harm
- is in need of additional support from one or more agencies

Our safeguarding policies are reviewed annually and ratified by the whole Governing Council.

DEFINITION OF SAFEGUARDING

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Where a child is suffering significant harm or is likely to do so, action must be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if he/she is not suffering harm or are at immediate risk. We recognise that peer on peer abuse can be a safeguarding issue and follow the local guidelines for the threshold for involving external agencies.

DEFINITION OF SIGNIFICANT HARM

The Children Act 1989 defines 'harm' as "ill-treatment or the impairment of health or development". 'Development' means physical, intellectual, emotional, social or behavioural development; 'health' means physical or mental health; and 'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical. As a result of the Adoption and Children Act 2002, the definition of harm also includes "impairment suffered by hearing or seeing the ill-treatment of another".

According to ***Working Together to Safeguard Children (2017)***, significant harm refers to "the threshold that justifies compulsory intervention in family life in the best interests of children, and gives LAs a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm".

TRANSPARENCY

Gosfield School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Gosfield School. Copies of this policy, together with our policies relating to issues of child protection, are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential. Any deficiencies or weaknesses highlighted in child protection arrangements are remedied without delay. We will always seek the advice of the Local Authority Designated Officer (LADO) in all instances of suspected child abuse or allegations of abuse against a member of staff.

SAFER EMPLOYMENT PRACTICES

Gosfield School follows the Government's recommendations for the safer recruitment and employment of staff who work with children, set out in *'Keeping Children Safe in Education' (September 2016)*. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, and all governors are checked with the Disclosure and Barring Service (DBS) before starting work. All volunteer helpers and contractors working regularly during term-time, such as contract catering staff and ICT support technicians, are also vetted. The School checks the DBSs of all adults not employed by the school who work with or supervise our pupils off site, for example on residential trips.

In addition to the DBS checks, a check on prohibition is carried out on anyone who is appointed to carry out teaching work. This additional check ensures they have not been prohibited from teaching by the Secretary of State.

Staff who are employed by another organisation and not directly by Gosfield School (for example, supply teachers and maintenance contractors) are required to provide evidence of identity and, if applicable, DBS status on arrival and prior to commencing their work here. They are required to sign in at the front office and wear a visitor's badge at all times. A member of staff will accompany emergency contractors at all times. Gosfield School does not use such agencies unless we are satisfied that they have carried out all necessary checks.

Should the School develop concerns about an existing staff member's suitability to work with children, it will carry out all relevant checks as if the individual were a new member of staff. In the case of allegations against staff the Local Authority Designated Officer (LADO) can be contacted via the Essex Safeguarding Children's Board. The role of the LADO is as follows:

The role of the LADO is set out in *Working Together to Safeguard Children (2015)* and is governed by the Authorities duties under section 11 of the Children Act 2004 and SSCB Inter-Agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

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

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

AVAILABILITY

The policy is made available to parents and parents of prospective pupils on the website and a copy will be sent to parents and prospective parents free of charge on request from the school office.

RELATED POLICIES

This policy should be read in conjunction with the following school policies:

- Acceptable Use of ICT by Staff and Pupils
- Acceptable Use of Mobile Phones and Other Electronic Devices
- Anti Bullying
- Attendance including Children Missing from Education
- Behaviour, Discipline and Exclusions
- Code of Conduct for Staff
- Critical Incident
- Educational Visits
- Equal Opportunities
- Induction of New Staff in Child Protection
- Learning Support
- Lockdown Policy
- Missing Pupil
- Safer Recruitment
- Tackling Extremism
- Taking, Storing and Using Images of Children
- Visiting Speakers
- Whistleblowing

DEVELOPING OUR POLICY

Gosfield School fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school. It applies to the whole school, including our Early Years Foundation Stage children.

We contribute to inter-agency working and have developed this policy in consultation with the Essex Safeguarding Children Board (ESCB) and have taken account of guidance issued by the former Department for Children, Schools and Families (DCSF), and the Department for Education. We comply with the Independent Schools Standards regulations (section 3).

Further details of the framework around which Gosfield School's safeguarding arrangements have been made can be found in the following documents:

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2016)
- Keeping Children Safe in Education (DfE, September 2016)
- Working Together to Safeguard Children (DfE, 2015, updated February 2017)
- 'Effective Support for Children and Families in Essex' (ESCB, 2015)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
- Prevent Duty Guidance for England and Wales (Prevent, 2015)
- The Prevent duty: Departmental advice for schools and childminders (June, 2015)
- The use of social media for on-line radicalisation (2015)
- 'Sexting in school and colleges', UK Council for Child Internet Safety (UKCCIS), 2016

All members of staff/volunteers have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. This includes a duty both to children in need and to children at risk of harm. All staff/volunteers should read and understand at least Part 1 and Annex A of KCSIE (September 2016). They should be aware that incidents affecting the welfare

of children can happen at any time and anywhere and are required to be alert to any possible concerns. In effect, safeguarding is 'everyone's responsibility'.

There are five main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused in accordance with their agreed child protection plan
- Establishing a safe environment in which children can learn and develop

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities in the PSHEE and wider school curriculum for children to develop the skills they need to recognise and stay safe from abuse.

LIAISON WITH OTHER BODIES

We have procedures for contacting the local authority on safeguarding and child protection issues, to ensure that it is easy, in any emergency, for the School and local statutory children's agencies, including social services, to work well together.

We work within the Essex Local Child Safeguarding Board (LCSB) guidelines which confirm locally agreed inter-agency procedures. We recognise our point of contact within Essex to be the Local Authority Designated Officer (LADO) for allegations against staff, and Children's Social Care for allegations involving children. We will report through the LADO within one working day the actions we take in respect of allegations of abuse by adults, and through Children's Services and their Social Care and Assessment team's Duty Social Worker where we have concerns that a child/young person may be at risk of harm. The assessment framework model we abide by can be found in the document '*Keeping Children Safe in Education*'.

TYPES OF ABUSE AND NEGLECT

The following are examples and do not constitute an exhaustive list. They should be read in conjunction with the document '*Keeping Children Safe in Education*'.

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. They may be abused by an adult or adults or another child or children.

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.

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 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.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

CHILD SEXUAL EXPLOITATION, FEMALE GENITAL MUTILATION AND BREAST IRONING

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): 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 are 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.

Breast Ironing also known as 'Breast Flattening' is the process whereby young pubescent girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education. Much like Female Genital Mutilation (FGM), Breast Ironing is a harmful cultural practice and is child abuse.

Girls at risk of FGM and breast ironing 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. Staff

should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

PREVENTING RADICALISATION

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 have regard to guidance issued by the Secretary of state.

If a person is concerned that a child is at risk from being drawn into terrorism, they should use the normal referral process detailed in this policy.

Essex Police can be contacted at:

PREVENT@essex.pnn.police.uk.

Telephone 101 (the non-emergency police number)

Additional contacts include the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors:

020 7340 7264 and

counter-extremism@education.gsi.gov.uk

SYMPTOMS

Knowing what to look for is vital to the early identification of abuse and neglect. If members of staff are unsure they should always speak to children's social care.

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- a child going missing from education is a potential indicator of abuse or neglect.
- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- not trusting adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others
- pregnancy

These signs are not evidence themselves, but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

CHILDREN IN NEED

In addition to children who are being abused or at risk of serious harm, the School recognises that there may be children in need who require support and help. Children in need include, but are not restricted, to those:

- suffering from eating disorders
- coping with a disability
- undergoing certain medical treatments
- caring for a family member at home
- being left alone at home at an inappropriate age or for extended periods.

WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD

If staff members have concerns about a child they should raise these with the school's Designated Safeguarding Lead. This also includes situations of abuse which may involve staff members. The Designated Safeguarding Lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly.

Where there are concerns that a child may be in need of help or at risk, the Designated Safeguarding Lead will make prompt contact with children's social care. If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children's social care immediately. Any adult can make a referral. If the child's situation does not appear to be improving the staff member or other adult with concerns should press for re-consideration or make a direct referral. Concerns should always lead to help for the child at some point.

If a criminal offence is suspected, the Designated Safeguarding Lead will contact the police.

Full details about the procedure staff should follow can be found within the document 'Interaction with Pupils: Code of Conduct for Staff', under the heading 'If a pupil reports abuse'.

STAFF USE OF ICT, MOBILE PHONES AND OTHER ELECTRONIC DEVICES

We recognise that mobile phones and devices are very much part of everyday life but also that they can cause an unnecessary distraction during the working day and can be intrusive when used in the company of others.

Throughout this guidance the term 'mobile phone' is used but is intended to cover all mobile devices, including cameras, smartphones or any other such device with the facility to make/receive calls, capture images and/or share data.

Given the complex nature of the School, teaching and support staff (except those working in the Nursery) are permitted to keep phones on their person, and available for use. Nursery staff are required to keep their mobile phones in a locked drawer whilst working in the Nursery. Mobile phones should not interfere with work and staff are therefore not permitted to use their mobile phones/devices whilst on active duty, be that teaching in the classroom, during activities or on supervisory duty, unless for the execution of their duties. Private use of mobile phones may occur during staff breaks, but any such use should be: discreet and appropriate; infrequent; out of lesson time; and never in the presence of pupils.

We can never permit professional staff to behave in an unprofessional manner, so the use of any devices, be they PC, tablet or phone, for keeping up with eBay bids or Facebook interactions or similar whilst on duty is strictly forbidden.

On some occasions, school trips for example, staff will be required to carry a mobile phone. The School has mobile phones specifically for this use.

Sharing of mobile numbers with pupils

Under most circumstances, it is not appropriate for a member of staff to contact a pupil or parent/carer using their personal mobile phone. Staff with pupils in the school who have shared their number with parents should declare this to the Designated Safeguarding Lead. If a member of staff needs to make telephone contact with a pupil, a School telephone should be used.

The sending of inappropriate text or multimedia messages between any member of the School community is not allowed. This guidance is to safeguard both members of staff and the School. Any failure to comply with this guidance is likely to result in disciplinary action (or, in certain circumstances, a child protection allegation) and the appropriate disciplinary procedures will apply.

TAKING, STORING AND USING IMAGES OF CHILDREN

Pupils may use cameras or any mobile electronic device with the capability for recording and/or storing still or moving images only with the express permission of the member of staff in charge and with the permission of those appearing in the image.

We will not tolerate any illegal material, and will always report illegal activity to the Police and/or the Local Child Safeguarding Board (LCSB). If we discover that a child or young person is at risk as a consequence of online activity, we may seek additional assistance from the Child Exploitation and Online Protection Unit (CEOP). We will impose a range of sanctions on any adult, child or young person who misuses technology in this way.

Using photographic material of any kind to bully, harass or intimidate others will not be tolerated and will constitute a serious breach of discipline.

If there is reason to believe that a pupil has used mobile technology for illegal activity or to bully, harass or intimidate others, pupils must allow staff to seize their mobile phone and/or camera pending further enquiries.

The posting of images which in the reasonable opinion of the Principal is considered to be offensive on any form of social media or websites such as YouTube etc is a serious breach of discipline and will be subject to disciplinary procedures whatever the source of the material, irrespective of whether the image was posted using School or personal facilities.

VISITING SPEAKERS

As detailed in our policies on Tackling Extremism and Visiting Speakers, we have clear protocols to ensure that any visiting speakers, whether invited by staff or by pupils themselves, are suitable and appropriately supervised.

WHEN A PUPIL MOVES TO ANOTHER SCHOOL

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. Children missing education (CME) are at significant risk of underachieving, being victims of abuse and becoming NEET (not in education, employment or training) later in life.

The Pupil Registration (England) Regulations, 2006 (Regulation 12) require all schools, including Independent Schools, to inform their local authority of any pupil who is going to be deleted from the admissions 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 a medical condition certified by the school medical officer that the pupil is unlikely to be in a fit state of health to attend school

- 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

The Regulations also require all schools to inform the local authority of details of pupils who have been absent from school for 10 continuous school days and where contact cannot be made with the parent/carer to establish the reason for absence.

A copy of a pupil's safeguarding always stays at Gosfield. The file follows the pupil from Gosfield to their next school and is sent separately from any other files.

Wherever possible, the file is hand delivered to a named person at the new school, where a receipt is obtained confirming its delivery. This ensures the security and continuity of the file and provides evidence of the chain and responsibility for the file.

If a pupil moves to a school that is a significant distance away, thereby making hand-to-hand transfer impracticable, the file is posted to a named person using a secure and tracked postal service.

EYFS (Nursery and Reception Class)

The safety and well being of all our pupils at Gosfield School, from the Early Years Foundation Stage right through to the sixth form, is our highest priority. Photographs of all those entitled to collect children from the EYFS setting are kept on record and children will only be released to those on file. If parents or designated persons are unable to collect a child for any reason, the parents are required to email the school office giving permission for someone else to collect them. This email must include the full name of the person and a photograph of them.

The Designated Safeguarding Lead is responsible for safeguarding children within the Early Years setting and liaising with local children's agencies as appropriate. The Head of Prep assists in this goal, and undertakes training specific to the EYFS. It is essential that Ofsted and ISI are informed as soon as is reasonably practicable, but at least within 14 days, of any allegations of serious harm or abuse by any person working or looking after children at the premises and of the action taken in respect of these allegations.

In the event of disqualification of a person employed in early years provision, the School will not continue to employ that person.

The School will give Ofsted the following information when relevant:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
- a certified copy of the relevant order (in relation to an order or conviction)

RAISING AWARENESS

The Principal informs the Board of Governors of any Child Protection matters on an annual basis and they consider any policy changes and review actions. The day to day actions are delegated to the Principal who has appointed Mrs A Gwynne, the Head of Pastoral, as the Designated Safeguarding Lead (DSL). Dr S Welch Lockyer and Mrs P Mathews (for EYFS) are the designated deputy safeguarding officers. The Board of Governors, assisted by the Principal are responsible for:

- Reviewing the procedures for and the efficiency with which the child protection duties have been discharged

- Ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- Approving amendments to child protection arrangements in the light of changing Regulations or recommended best practice

DESIGNATED SAFEGUARDING LEAD

Mrs Amanda Gwynne, Head of Pastoral, is our designated safeguarding lead at Gosfield School and Mrs Mathews for the EYFS section. Dr S Welch Lockyer deputises for Mrs Gwynne in her absence. The DSL has been fully trained for the demands of this role in child protection and inter-agency working. She regularly attends courses with other child support agencies to ensure that she remains conversant with best practice. Both she, Mrs P Mathews and Dr S Welch Lockyer undergo refresher training every two years. Mrs A Gwynne reports at least once a year to the Board of Governors on child protection issues. She will also be the Child Sexual Exploitation Champion in line with ESCB processes, with responsibility for ensuring that all staff are alert to the signs of children at risk of child sexual exploitation.

Pupils, parents, staff or any adult who has concerns about children who have suffered or are likely to suffer 'significant' harm or who are in need of additional support should contact the DSL or in her absence her deputy.

Designated Safeguarding Lead

Mrs Amanda Gwynne
a.gwynne@gosfieldschool.org.uk
01787 474040

Deputy DSL

Dr Sarah Welch Lockyer
s.welch@gosfieldschool.org.uk
01787 474040

EYFS

Mrs Philippa Mathews
p.mathews@gosfieldschool.org.uk
01787 474040

The school's records on child protection are kept in a locked cabinet in the pastoral office, and are separated from routine pupil records. Access is restricted to the Designated Safeguarding Lead, the deputy safeguarding officers and the Principal.

The Chair of Governors is Mr Peter Sakal and the Governor responsible for Child Protection is Mrs Leanne Corbersmith.

Chair of Governors

Mr Peter Sakal
peter@gfm.co.uk
01206 791733

Link Governor for Safeguarding

Ms Leanne Corbersmith
Leanne@gfm.co.uk
01206 791733

The local safeguarding children's board is Essex.

CONTACT DETAILS FOR EXTERNAL AGENCIES

The Essex Safeguarding Children's Board (ESCB), Room C228, County Hall, Chelmsford, CM1 1QH.
Tel: 03330 139797 (General Enquiries) Email: escb@essex.gov.uk
Tel: 0345 603 7627 (Initial Response Team) Email: initialresponseteam@essex.gcsx.gov.uk
0845 606 1212 (Emergency Duty Service Number)

Colchester Police Station, Divisional HQ, Colchester CO3 3BU. Tel: 01206 762212 or Tel: 101 or 0300 333 4444

Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD.
Tel: 0300 123 1231 (General Enquiries) Email: enquiries@ofsted.gov.uk

The Disclosure and Barring Service (DBS), DBS Applications, PO Box 3961, Wootton Bassett SN4 4HF
Tel: 03000 200 190

Department for Education, Mowden Hall, Staindrop, Road Darlington, DL3 9BG Tel: 0207 340 7264 (Dedicated helpline). Email: counter-extremism@education.gsi.gov.uk

Independent Schools Inspectorate, CAP House, 9-12 Long Lane, London, EC1A 9HA

Childline, Tel: 0800 1111

NSPCC Whistleblowing Helpline for professionals - Tel: 0800 028 0285

Child Exploitation and Online Protection (CEOP), <https://www.ceop.police.uk/safety-centre/>

PREVENT: PREVENT@essex.pnn.police.uk.

Prevent helpline for non emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk

INDUCTION AND TRAINING

Every new member of staff, including part-timers and temporary, visiting and contract staff working in school, receives appropriate induction training on their responsibilities in being alert to the signs of abuse, bullying or children at risk of radicalisation and on the procedures for recording and referring any concerns to the Principal. This includes covering Part 1 and Annexe A of KCSIE (September 2016).

Safeguarding training is also given to new governors and volunteers. This training occurs before the staff members/volunteers interact with pupils. This includes explanation and discussion of the child protection procedures; the code of conduct; the identities of the DSL and deputy with contact details, the whistle blowing policy; and the relevance of KCSIE (September 2016). All new staff/volunteers must read and sign to confirm that they have read, and understood, Part One and Annexe A of KCSIE (September 2016) and the relevant school policies listed in our policy on 'Induction of New Staff, Governors and Volunteers in Safeguarding'.

Gosfield School will report promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; voluntary withdrawal from supply teaching, contract working, a course of initial teacher training or volunteering. The school will also make a referral to the NCTL where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. (see Safer Recruitment Policy).

PROCEDURES WHEN A MEMBER OF STAFF OR VOLUNTEER (OTHER THAN THE DESIGNATED SAFEGUARDING LEAD OR PRINCIPAL) FACES ALLEGATIONS OF ABUSE

Allegations that a member of staff or volunteer has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

An allegation of such seriousness would normally be made directly to the Principal; but if another member of staff is told first, he/she will ensure that the Principal is informed immediately.

If the Principal is unavailable, or is involved, Mrs P Mathews, Head of Prep or Mrs C Redfern, Deputy Head Academic should be told at once.

Where there are concerns that a child may be in need of help or at risk, the designated safeguarding lead will make prompt contact with the LADO. All allegations are reported to the LADO within one working day. They will also contact the police if a criminal offence is suspected.

ANONYMOUS ALLEGATIONS

If we are faced with an anonymous allegation of child abuse which names both a member of staff/volunteer and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. Where the allegation names the member of staff/volunteer; but not the pupil, we will seek the advice of the LADO. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

THE FIRST RESPONSE

We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. We undertake to:

- Take any allegation of abuse, involving a member of staff, very seriously
- Establish the facts before jumping to any conclusion
- In all cases, we would seek the advice of the LADO before taking any direct action. We will *never* attempt to conduct an investigation ourselves. If appropriate, we would:
 - Inform the member of staff/volunteer concerned honestly of the allegation that has been made, and advise the member of staff to contact their Trade Union or Professional Association for advice and support
 - Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Services before making contact

THE NEXT STEP

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always, within 24 hours:

- Invite the police to conduct the investigation
- Involve the Local Children's Safeguarding Board (Contact name and telephone number held by the Designated Safeguarding Lead)
- Consider suspending the member of staff concerned

SEEKING ADVICE

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children, including volunteers). Any concerns about the conduct of a member of staff/volunteer will be referred to the Principal (or the Head of Prep or Deputy Head Academic in their absence). This role is distinct from the designated safeguarding lead. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the Principal, it should be reported direct to the Chair of Governors.

SET procedures (ESCB, 2016) require that, where an allegation against a member of staff is received, the Principal, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

Our Local Authority Designated Officer (LADO) is:

Jacquie Wilkes
Direct line: 01245 436635
Secure email: Jacquie.wilkes@essex.gov.uk.cjsm.net
Out of Hours Duty LADO contact: 03330139797 North Essex

For advice, children and staff can contact:

Children's Safeguarding Services for Children – Essex Social Care Initial Response Team

Emergency contact details (Mon-Thurs 8.45-5.30pm Fri 8.45-4.30pm)

When you telephone **0345 603 7627** - please specifically ask for the Children and Families Hub and state if it is for the:

- Consultation Line (Social Worker will give advice but not record the call)
- Children and Families Hub
- The Priority Line (because an immediate response is necessary)

By telephoning **0345 603 7627** and asking specifically for the Children and Families Hub, you will speak to a Family Adviser who will discuss with you and help identify the right services that will help to meet the family's needs.

Enquiries and requests for information from Children and Families can also be made through an online portal: www.essex.gov.uk/ChildrenAndFamiliesEnquiries. Using this online portal will assist those partners who do not have access to secure email accounts.

**If there is an immediate risk of harm to a child then contact the Police on 999,
or from within school 9 followed by 999.**

Emergency contact details: Out of hours

Friday and bank holidays 4.30pm – 9am
Telephone: 0345 606 1212

Essex Safeguarding Children Board

0345 603 7627

PREVENT referrals should be reported in line with other safeguarding procedures.

Essex Police can be contacted at:

PREVENT@essex.pnn.police.uk.

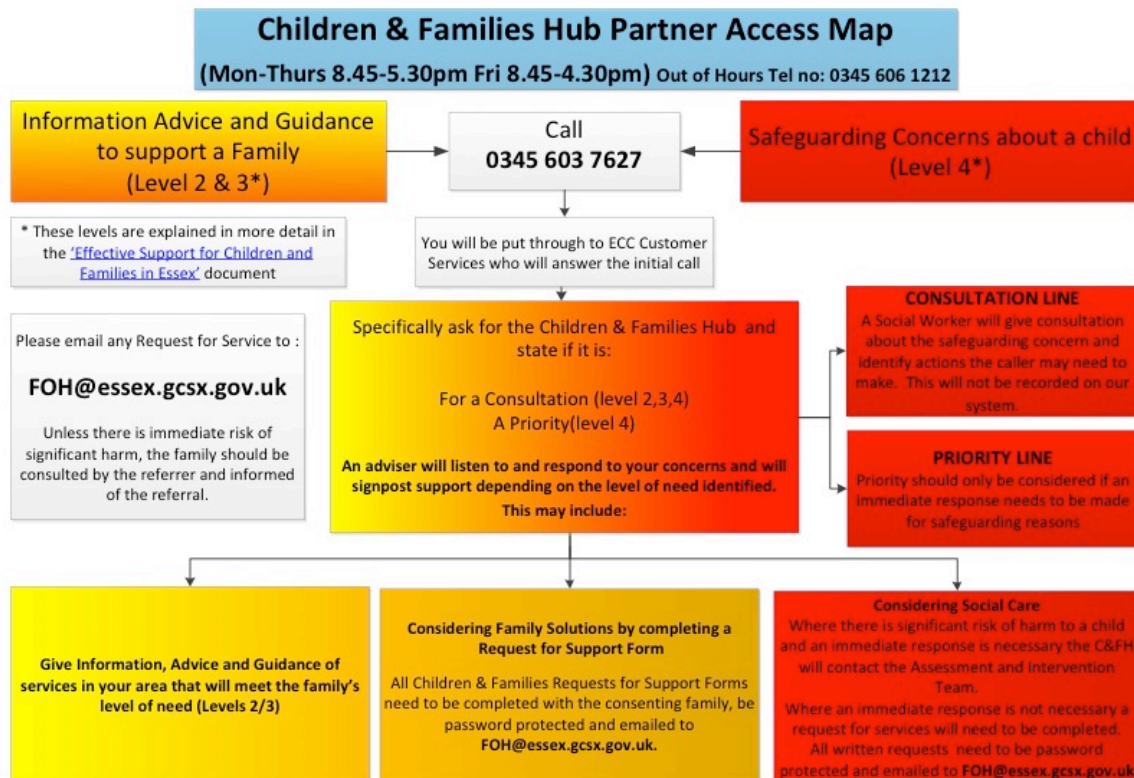
Additional contacts include the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors:

020 7340 7264 and

counter-extremism@education.gsi.gov.uk

Children can contact:

**Childline
0800 1111**



Although Gosfield School operates within Essex guidelines the school is mindful of the need to work with other counties, Suffolk being the most frequently contacted due to location using the number **0808 800 4005**.

SUPPORT FOR THE PUPIL

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Principal, together with Mrs A Gwynne, the school's Designated Safeguarding Lead, will consider how best to support and monitor the pupil concerned through any process of external investigation, liaising closely with parents, guardians, Local Children's Safeguarding Board or other agencies involved to identify the support strategies that will be appropriate.

SUSPENSION

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child
- The allegations are so serious as to constitute grounds for dismissal, if proven
- The police are investigating allegations of criminal misconduct

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached
- Interview a member of staff before suspending him or her, subject to the advice of the LADO

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension is entitled to be accompanied by a friend or Trade Union representative.

Accommodated staff who are suspended will be required to remain off-site for the duration of their suspension. The School will find suitable alternative accommodation for the member of staff during this period.

ALTERNATIVES TO SUSPENSION

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave
- Giving him or her non-contact duties
- Ensuring that a second adult is always present in the classroom when he or she teaches

IF THE MEMBER OF STAFF RESIGNS

The resignation of a member of staff mid-way through an external investigation would not lead to the investigation being abandoned.

COMPROMISE AGREEMENTS

The policy at Gosfield School is to follow the DCSF guidance on the use of compromise agreements in cases of child abuse which is:

"Compromise agreements, by which a person agrees to resign, and a school... agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any case, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to the ISA where circumstances require it"

REFERRAL TO THE DISCLOSURE AND BARRING SERVICE

Like all schools, we have a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the Disclosure and Barring Service (DBS) within one month of the individual's dismissal or resignation because he or she has been considered unsuitable to work with children. Reports concerning members of staff, contracted staff, volunteers and students are normally made by the Designated Safeguarding Lead. If the Designated Safeguarding Lead is involved, the report is made by the Principal. If the Principal is involved, the report is made by the Board of Governors.

The referral form can be obtained from the DBS. The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the DBS at any time.

REFERRAL TO THE NATIONAL COLLEGE FOR TEACHING AND LEADERSHIP

Where a teacher has been dismissed (or would have been dismissed had he/she not resigned), the Principal will decide whether to make a referral to the National College for Teaching and Leadership (NCTL). In some instances, for example, where there is evidence of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or where there is a 'conviction at any time for a relevant offence', a prohibition order may be appropriate.

RECORDING ALLEGATIONS OF ABUSE

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

HANDLING UNFOUNDED OR UNSUBSTANTIATED ALLEGATIONS

The Child

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the Local Children's Safeguarding Board to set up a professional programme that best meets his or her needs, which may involve the Children and Adolescent Mental Health Services (CAMHS) and an Educational Psychologist. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances, we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

The Member of Staff or Volunteer

A member of staff or volunteer could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of "no smoke without fire". If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised, we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

ALLEGATION OF ABUSE OF A CHILD WHO IS NOT A PUPIL AT THE SCHOOL

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at Gosfield School, we would immediately pass such information to the Local Children's Safeguarding Board to handle. We would then, if appropriate, interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

ALLEGATIONS INVOLVING THE PRINCIPAL OR DESIGNATED SAFEGUARDING LEAD

Any allegation involving the Principal or the Designated Safeguarding Lead should be reported to the Chair of Governors. The Chair of Governors will then contact and follow the advice of the LADO.

PEER TO PEER ALLEGATIONS

If an allegation is made of Peer to Peer abuse by one or more pupils against another pupil, including sexting, banter, assaults, gender-based issues and any other relevant issues named in *KCSIE*, the threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding policy is, deemed to be when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. Any such abuse will be referred to local agencies. In the event of disclosures about pupil-on-pupil abuse that all children involved, whether perpetrator or victim, are treated as being 'at risk'.

Advice about sexting in schools is available from the UK Council for Child Internet Safety (UKCCIS): 'Sexting in schools and colleges'.

RAISING AWARENESS WITH PUPILS

Gosfield School prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgments and decisions. Time is allocated in PSHEE for discussion of child abuse, and in developing in pupils the confidence which they require to recognise abuse and to stay safe.

All pupils know that there are adults to whom they can turn to if they are worried, including their tutor, any member of staff or the pupils' parents. Our Policy for Pupils on Confidentiality deals with the issue in more depth.

PROMOTION OF WELFARE

The ethos of Gosfield School is to develop the individuality and abilities of each child, to make him/her self-reliant and adaptable and to help him/her face reality. We see this as making an important contribution towards the development of the whole person, who grows up to value society and to expect to make a personal contribution towards the general community.

EQUAL TREATMENT

Gosfield School is committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, gender, sexual orientation or social background.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each student.

BULLYING

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable and will not be tolerated.

COMPLAINTS

We hope that you and your child do not have any complaints about our school, but copies of the School’s Complaints Procedure can be sent to you on request.

Ratified by the Governing Council of Gosfield School

Signed _____ (Chair of Governors) Date _____