



B2 (osp10) – November 2016

Date of next Review: September 2017

This policy and its effectiveness in practice are reviewed annually by the whole Governing Body.

The review will be recorded in the governors' minutes and signed off by the Chairman of Governors.

STATEMENT OF INTENT

The governing body at Slindon College ensures that arrangements are made to safeguard and promote the welfare of all pupils at the school and such arrangements have regard to any guidance issued by the Secretary of State.

Safeguarding is everyone's responsibility. It applies to all who, work, volunteer, learn, or supply services to our school which includes both boarders and day pupils. All staff and volunteers have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This includes a duty to act upon any suspicion, concern or disclosure that may suggest that a child is at risk of significant harm or in need of support services. They are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) who is Mr David Quick, or Deputy Designated Safeguarding Leads (Deputy DSLs) Mr Barry McMahon (Deputy Head, Curriculum) or Mrs Maureen Sargeant (LBS Teacher), is informed by statutory and best practice guidance. Our Local Safeguarding Board (LSCB) is the West Sussex Safeguarding Children's Board and this policy is in accordance with locally agreed interagency procedures.

Slindon College recognises it is an agent of referral and not of investigation. Any person may make a referral (including whistleblowing) to external agencies such as the West Sussex Local Safeguarding Children's Board, Children's Social Care (CSC), the Multi Agency Safeguarding Hub (MASH) or the Local Authority Designated Officer (LADO) and the police, if necessary.

The safety and welfare of all our pupils at Slindon College is our highest priority. The College is committed to acting in the best interests of our pupils at all times and recognises the duty to consider at all times the best interests of the child and to take action to enable all children to have the best outcomes. 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. In all matters relating to child protection the School will follow the procedures laid down by our own (or where appropriate the relevant child's) Local Safeguarding Children Board (LSCB) which is West Sussex County Council together with DfE guidance contained in Working Together to Safeguard Children (March 2015) and Keeping Children Safe in Education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (KCSIE 2016).

This policy and its implementation procedures set out the arrangements to safeguard and promote the welfare of pupils at the School. They have been prepared in compliance with guidance issued by the Secretary of State and with regard to:

- The Education Acts
- Education (Independent Schools Standards) Regulations 2014 (as amended from time to time)
- Safeguarding Vulnerable Groups Act 2006
- The Protection of Freedoms Act 2012
- The Children Act 2004
- What to do if you're worried a Child is being Abused March 2015
- Working together to Safeguard Children March 2015 (A guide to inter-agency working to safeguard and promote the welfare of children)
- Keeping Children Safe in Education (KCSIE) September 2016
- DBS Referrals Guidance (as may be amended from time to time)
- Independent Schools Inspectorate Handbook – the regulatory requirements (and as amended)
- National Minimum Standards for Boarding Schools April 2015
- Teacher misconduct: regulating the teaching profession March 2014 (and related guidance)
- Use of Reasonable Force in Schools July 2013
- Information Commissioner's Office Data Sharing Code of Practice May 2011
- Preventing and Tackling Bullying October 2014
- Prevent Duty Guidance, Channel Guidance and Prevent Departmental Advice, 2015
- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation

This policy and its associated procedures address the Independent Schools' Standards Requirements (ISSRs) Part 3, and are in accordance with locally agreed inter-agency procedures.

All members of staff have a duty to safeguard and promote our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy; safeguarding and promoting the welfare of children is everyone's responsibility. This includes a duty both to children in need and to children at risk of harm. All staff should read at least Part 1 of KCSIE. All School staff should be aware that child protection incidents can happen at any time and anywhere and are required to be alert to any possible concerns. The Governors ensure that the following mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE which incorporates the additional statutory guidance 'Disqualification under the Childcare Act 2006' (June 2016) and also the non-statutory advice for practitioners 'What to do if you're worried a child is being abused' (March 2015). KCSIE also incorporates 'Prevent Duty Guidance' (July 2015) which gives guidelines on Departmental advice for schools and childminders and the use of social media for on-line radicalisation (July 2015).

WHAT IS CHILD ABUSE?

The departmental advice: What to do if you are worried a child is being abused - Advice for Practitioners (<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>) should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse. The NSPCC website (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>) also provides helpful information on types of abuse and what to look out for which staff are encouraged to refer to.

Annex A of KCSIE should also be referred to by all senior members of staff and those staff working directly with children. Such staff includes the Deputy Heads, Bursar, other members of the Senior Leadership Team and teaching staff.

TYPES OF ABUSE AND NEGLECT

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

OTHER SAFEGUARDING ISSUES

Staff will be made aware that safeguarding issues can manifest themselves in many ways and can often overlap with one another. Some behaviours linked to drug taking, alcohol abuse, truancy, gender based violence and sexting also put children in danger.

The School recognises that children are capable of abusing their peers. Sexting is a child protection issue and if explicit material is sent or elicited with malicious intent the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils are taught about sexting as part of their e-safety education. The School takes incidences of sexting very seriously, and deals with them in accordance with child protection procedures, including reporting to the police. The School also recognises the different gender issues that can be prevalent in peer on peer abuse, for example, girls being sexually touched or boys being subjected to initiation/hazing type violence. All peer on peer abuse will be managed in accordance with this policy and a bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm will warrant a response under these procedures rather than the School's Behaviour and Exclusions Policy. Peer on peer abuse will never be tolerated or passed off as "banter."

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the LSCB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LSCB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the LSCB or police as appropriate.

Victims and perpetrators of peer on peer abuse will be supported within the pastoral care structure, taking account of their views and feelings, and support may include counselling where appropriate.

Disclosure of abuse from one or more pupils against another

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

At all stages school and LSCB guidance must be followed.

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

CHILD'S WISHES

Where there is a safeguarding concern the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. The School recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk or harm. The School has age appropriate systems in place for children to express their views and give feedback so that their wishes or feelings will be taken into account when determining what action to take and what services to provide. However the child's wishes or feelings cannot override the duty to refer suspected abuse to children's social care or police. The School will operate processes with the best interests of the pupil at their heart.

TRANSPARENCY

Slindon College prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Slindon College. A copy of this policy is 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.

BOARDING SPECIFIC MATTERS

The School prides itself on its excellent boarding provision and the fact that at its heart is a thriving boarding community, which brings benefits to all its pupils. As a consequence, the School is also attuned to the specific safeguarding requirements that boarding school settings need, and always seeks to exceed them. These are detailed in other policies, but two are particularly germane here:

- All staff, and particularly those involved in the pastoral care of our boarders, are highly conscious of pupil relationships, and in particular the potential for peer abuse.
- In any case where a member of the boarding staff is suspended pending a child protection related investigation, alternative accommodation away from children will be found at once.

SAFER EMPLOYMENT PRACTICES

Slindon College follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. Please also see the School's recruitment, selection and disclosures policy and procedure, recruitment pack, policy on induction of new staff, governors and volunteers in child protection and model staff behaviour policy.

In line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' (KCSIE 2016), the Governing Body prevents people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised. Organisations providing contractors or consultants working on site are asked for assurances that where relevant and required, their staff have been suitably vetted in line with legal requirements.

The School works with external agencies where appropriate including inter-agency working on the part of the DSL and attendance at strategy meetings.

As part of carrying out safe recruitment procedures under KCSIE, 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 are subject to the necessary statutory child protection checks before starting work. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Further checks will also include a check for information about any teacher sanction or restrictions that an EEA professional regulating authority has imposed. Those undertaking management posts will be subject to prohibition from management of independent schools checks.

All governors, volunteers and contractors working regularly during term-time (such as contract catering staff) are also subject to the statutory DBS checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils at School or on another site.

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.

This policy is reviewed by governors annually. Please also refer to the School's Recruitment Policy for further details.

RAISING AWARENESS

Ms Lucinda Davis is the liaison governor for safeguarding issues. The role of the designated governor is to liaise with the local authority on issues of child protection or in case of allegations against the Head or a member of the Governing Body. The governors, in conjunction with the Designated Safeguarding Lead (DSL), carry out an annual review of the School's safeguarding policy and procedures with day-to-day issues being delegated to its Safeguarding committee, which the designated safeguarding lead/Headmaster attend. The governing body is responsible for:

- reviewing the procedures for and the efficiency with which the safeguarding duties have been discharged;
- ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay; and
- approving amendments to safeguarding arrangements in the light of changing Regulations or recommended best practice.

We recognise that the School plays a significant part in the prevention of harm to our pupils by providing good lines of communication with trusted adults, supported friends and an ethos of protection. We include within this the emotional wellbeing of our pupils and recognise the role school plays in recognising and protecting our children who may be vulnerable to radicalisation or exposed to extremist views.

DESIGNATED SAFEGUARDING LEAD

David Quick, Headmaster, is our Designated Safeguarding Lead (DSL) (or in his absence Barry McMahon, Deputy Head, /Maureen Sargeant, Land Based Studies Teacher may be contacted in order to ensure that there is required cover at all times). The DSL's contact details are 01243 814320 or mobile 07795 558854. He has been fully trained for the demands of this role in child protection and inter-agency working in accordance with the locally agreed procedures and as set out in Annex B of Keeping Children Safe in Education. He is a member of the senior leadership team at our School.

Barry McMahon, Deputy Head/Maureen Sargeant, LBS Teacher are the deputy DSL's. Their contact details are Barry McMahon or Maureen Sargeant, school 01243 814320. The deputies will be trained to the same standard as the DSL.

Both the DSL and his deputies undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Both the DSL and his deputies will also attend refresher updated at regular intervals, as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role. They both have a job description for their safeguarding roles and key activities. The DSL role is to ensure that each member of staff has access to and is aware of and understands the School's safeguarding policy and procedures. Their training meets the requirements of the DfE's 'Keeping Children Safe in Education' (KCSIE) (September 2016). The DSL has ultimate responsibility for safeguarding and child protection in the School. This responsibility should not be delegated.

The DSL and/or the deputy DSL's can be contacted at any time during school hours for staff in School to raise or discuss any safeguarding concerns. Boarding staff have an emergency contact telephone number for the DSL and his deputies in the boarding houses. During out of hours please refer to the Safeguarding Flow Chart (Annex A) for all contact telephone numbers.

The DSL maintains close links with the LSCB for West Sussex and reports at least once a year (but usually termly) to the governors' on the child protection issues outlined above. The DSL will make prompt contact with children's social care where there are concerns that a child may be in need of help or is at risk of harm. The DSL will also make prompt contact with the Local Authority Designated Officer (LADO) in relation to allegations against someone working at the School and/or the police if a criminal offence is suspected.

The DSL will liaise with the local authority when necessary and work with other agencies in line with Working Together to Safeguard Children 2015 and attendance at strategy meetings. The DSL will work with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience to support pupils at risk of harm including emotional and intellectual harm via social media and use of the internet.

The DSL receives focused training to support learning and understanding of the ever changing landscape of safeguarding which is underpinned by legislation and guidance and includes issues such as radicalisation. The DSL will undertake Prevent awareness training to enable them to provide advice and support to staff on protecting children from the risk of radicalisation. The DSL's and the School's focus is to support children in need through seeking early help and/or inter agency working, including using the Team around the Child Approach and/or the Common Assessment Framework.

The school will ensure that the DSL has sufficient time, funding, supervision and support to fulfil his child welfare and safeguarding responsibilities effectively.

The School's records on child protection are kept securely in the DSL/Head's office, and are separated from routine pupil records. Access is restricted to the DSL/Head and Deputy DSL's.

INDUCTION AND TRAINING

Every existing/new member of staff, including part-timers, temporary, visiting, volunteers and contract staff working in the 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 DSL/Head and, if required, to the main points of local procedures of West Sussex Local Authority. Full local procedures are available from the LSCB website link www.westsussexcb.org.uk or, in certain circumstances, the police. Child Protection training is also given to new governors and volunteers. The particular training arrangements for the prevention of radicalisation are contained in our School Prevent Policy.

Training in child protection and safeguarding is an important part of the induction process. More detail is set out in our policy on 'Induction of New Staff'. Induction training includes:

- a review of the School's safeguarding policy including the staff code of conduct policy/behaviour policy, and the School's whistleblowing policy; and
- the identity of the DSL.

Training also promotes staff awareness of child sexual exploitation, Prevent (including referrals to Channel programmes), so called 'honour based' violence, forced marriage and female genital mutilation. Training on the early help process and process for making a referral to children's social care and for statutory assessment that may follow a referral (including what role they may be expected to play in such an assessment) will also be provided together with the importance of maintaining an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.

Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action *without delay* if such a practice is suspected.

All new staff must read and sign to confirm that they have read Part 1 of KCSIE and the relevant school policies listed in our Induction of New Staff in Child Protection policy. Temporary staff and volunteers will be provided with the following information: Their responsibilities regarding safeguarding children. The school Child Protection Policy, including Whistleblowing, and Behaviour Policy. The Staff Code of Conduct. School Policies and Procedures. The name of the DSL. Part 1 of KCSIE (September 2016)

All staff receive appropriate safeguarding and child protection training which is regularly updated in line with advice from the School's LSCB (West Sussex County Council). In addition, all staff receives safeguarding and child protection updated as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively. In addition all staff will receive updates via the staff portal and staff meetings to keep their skills and knowledge up to date.

The DSL and deputy DSL's undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Both the DSL and his deputies will also receive regular updates via the staff portal and staff meetings to keep their skills and knowledge up to date as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role.

STAFF OBLIGATIONS

All staff in our School are required to notify the School immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referals_guide_-_relevant_offences_v2.4.pdf). The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006.

The School takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify Slindon College immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the School immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the Head/Bursar for more details.

PREVENTING RADICALISATION

We recognise that it is a key role of the School to support children and that School may provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance to be present in the School to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation and may need help or protection. However, staff acknowledge that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology and family, friends and online influences can all play a major factor in the radicalisation of young people.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found below.

The Home Office statutory Prevent duty guidance can be accessed on:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

The Department for Education non-statutory Prevent duty guidance can be accessed on:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The Channel General Awareness course can be accessed on the link below:

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

The School, in recognition that pupils may be at risk of being drawn into terrorism, carries out appropriate risk assessments (following consultation with local partners, such as the police) of the potential risk in the local area. Such risk assessments are discussed with the Head/ DSL and Deputy DSL's and governor responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

The School's particular training requirements are contained within our Slindon College Prevent Policy document.

VISITING SPEAKERS

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to our pupils is to ensure that they can critically assess the information that they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that where appropriate their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a School employee. On attending the School, Visiting Speakers will be required to show original current identification document including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

CHILDREN MISSING FROM EDUCATION

A child going missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect including that a child may be at risk of radicalisation, FGM or forced marriage. Unauthorised absences from school will be managed in accordance with the School's Missing Child Policy.

The School will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. A pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more will be reported to the local authority.

Our staff will follow the school's procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. Slindon College will put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and force marriage. More information can be found in 'Statutory guidance on children who run away or go missing from home or care' and KCSIE (September 2016). Slindon College has an admission register and an attendance register. All pupils are placed on both registers.

CHILD SEXUAL EXPLOITATION

The School recognises that children who are victims of child sexual exploitation may go missing from education. School staff will be alert to possible indicators of child sexual exploitation and any concerns will be managed in accordance with this policy.

SO-CALLED 'HONOUR BASED' VIOLENCE ('HBV')

So-called HBV can include forced marriage and Female Genital Mutilation ('FGM'). School staff will be alert to possible indicators of HBV. Guidance on the warning signs of HBV can be found on pages 38-41 of the Multi-agency statutory guidance of FGM (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage (<https://www.gov.uk/guidance/forced-marriage>).

From October 2015, all teachers (along with social workers and healthcare professionals) have a statutory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils.

For the purposes of the mandatory reporting duty, a teacher is someone who undertakes teaching work as follows (including through distance learning or computer aided techniques):

- planning and preparing lessons and courses for pupils;
- delivering lessons to pupils;
- assessing the development, progress and attainment of pupils; and

- reporting on the development, progress and attainment or pupils.

These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the head teacher to provide such direction. The mandatory reporting duty will not therefore apply to supervised teaching assistants.

If staff have concerns that FGM has taken place, as well as reporting this to the police, they should also activate local safeguarding procedures using existing and national and local protocols. Unless the teacher has a good reason not to, they should still consider and discuss any case of FGM with the DSL and involve children's social care as appropriate. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation: procedural information (<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>)

The local police non-emergency number is 101.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

All staff also need to be alert to the specific needs of those pupils who special educational needs and/or disabilities, including young carers. Those with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. These may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability with further explanation.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

USE OF MOBILE PHONES AND CAMERAS

Staff may take photographs and make videos of pupils in the course of their daily work, providing they have previously informed senior management of their intention and their proposals are accepted. Having made and used these records, in accordance with the professional discharge of their duties and responsibilities, they must delete them from any personal records, retaining them for the minimum time necessary. Should it be appropriate to make a permanent record, for example, of a dramatic performance, these should be retained centrally on the school's own database.

ONLINE SAFETY

The School will ensure that:

- appropriate filters and monitoring systems are in place to keep children safe online. The School's systems are Smoothwall Content Filter and Firewall Content Filter. These filters do not restrict what pupils can be taught with regards to online teaching and safeguarding. Such systems aims to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online

interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm;

- children are taught about safeguarding, including online; and
- staff are equipped with the knowledge to safeguard children online by attending online safety training.

The School's E-Safety Policy also sets out the School's approach to online safety.

PROCEDURES FOR DEALING WITH CONCERNS OR SUSPICIONS OF ABUSE OR NEGLECT

The School treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the School's care. Staff members are alerted to the particular potential vulnerabilities of looked after children. Lita Brittain, SENCo, is the appropriately trained teacher promoting the educational achievement of 'looked after' children when they are placed on the school roll, helping staff understand issues that affect how they learn and achieve. Ensuring that appropriate staff have the information they need.

The School recognises that there may also be children who, whilst not suffering harm or at immediate risk, require additional support from external agencies. Where appropriate, the School may consult with the child concerned and their parents regarding a referral to external agencies (such as children's social care). This may lead to a written plan to support a child in need being drawn up or an early help assessment, such as the Common Assessment Framework, being carried out. In either case, the School will liaise and take advice from external agencies as appropriate.

If a member of staff is made aware of **any** allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide re-assurance and to record the child's statements, but not to probe or put words into the child's mouth. On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in School should report any concerns (including those where a pupil may benefit from early help or where it includes alleged abuse by one or more pupils against another pupil) to the DSL and submit an accurate written record of the disclosure or concerns. However, any staff member can make a direct referral to children's social care or other external services such as early help services in accordance with the referral threshold set out by LCSB. (See attached Safeguarding Flow Chart – Appendix 1.)

Where staff have concerns that a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. **Anyone** can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL that a referral has been made as soon as possible. Staff must share information with children's social care and/or the police where there are any concerns that a child may be at risk of harm or neglect.

If staff members are unsure about whether or not a referral should be made, they should speak to the DSL. The DSL will contact the Local Authority Designated Officer (LADO also known as DO) for advice or direction and will inform Ofsted if appropriate.

The DSL will refer **all** allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the local authority designated officer (LADO) within 24 hours.

Borderline cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meet the relevant threshold. The LADO will decide in the circumstances what further steps should be taken. This could involve calling the police.

Where the outcome of a referral is not reported to the referring member of staff or DSL and/or where a child's situation does not appear to be improving, the School will follow this up with the children's social care and push for reconsideration where appropriate. Any member of staff who has concerns that a child's situation does not appear to be improving should press for re-consideration.

The School will not do anything that may jeopardise any external investigation. Once the matter has been referred, all further responsibility for gathering information and deciding what happens next will rest with social services and the police.

With regard to the Prevent Duty, the School will co-operate with Channel panels and the Police when assessments are being undertaken.

In the case of pupil-on-pupil abuse which the School has reported to the LADO and which the LADO or statutory child protection authority decides to investigate further, the matter will be dealt with under the School Behaviour and Discipline Policy after discussion with the LADO.

Where the suspicion or complaint is in relation to terrorism or extremism ideas involving a pupil, staff must firstly raise this with the Head/DSL without delay. The Head/DSL will consult with external agencies, as appropriate in accordance with this policy. Where the level of risk is such that there is an immediate risk of harm or staff have a genuine concern that there is an immediate risk of harm, any member of staff may make a referral directly to children's social care or the police. The School will not discuss any concerns in relation to possible radicalisation without first agreeing with children's social care or the police what information can be disclosed.

For children in need of additional support from one or more agencies, the School will adhere to the Child's Educational Health Care Plan. The School's local authority is West Sussex which operates the West Sussex Local Safeguarding Children's Board. Slindon College's points of contact are as follows:

External Agency Contact Information

The School's points of contact for children who are the focus of concern are as follows:

West Sussex Local Authority website for child protection: www.westsussexcp/org.uk

Local Area Designated Officer (LADO or DO) – 0330 222 3339

West Sussex Children's Services Multi Agency Safeguarding Hub (MASH) – 01403 229900

(Out of Hours – 0330 222 6664) MASH@westsussex.gcsx.gov.uk

Out of Hours Emergency Duty Team – 01403 229900

Police Emergency - 999

Police Non-Emergency - 101 or

OFSTED Safeguarding Children

08456 404046 (Monday to Friday from 8am to 6pm)

Whistleblowing@ofsted.gov.uk

Extremism:

Department for Education dedicated helpline for staff and governors: 020 7340 7264 and

counter-extremism@education.gsi.gov.uk

Other useful contacts

Disclosure and Barring Service

PO Box 181, Darlington, DL1 9FA

Tel: 01325 953795

National College for Teaching and Leadership

Tel: 0345 609 0009

PROCEDURES FOR MANAGING ALLEGATIONS OF ABUSE AGAINST STAFF, VOLUNTEERS AND THE HEAD

The School's procedures for dealing with allegations against any staff member (and volunteers who work with children) aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from vexatious allegations. The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

The School will liaise with the LADO, police and social services as to managing confidentiality as appropriate. The School's procedures for managing allegations against staff (including the Head and DSL) and volunteers follows Departmental guidance and LCSB arrangements and apply when staff, including volunteers, have (or alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil;
- Possibly committed a criminal offence against or related to a pupil; or
- Behaved towards a pupil in a way that indicated that they would pose a risk of harm if they were to work regularly or closely with children.

Should the allegation of abuse concern the DSL/Head the member of staff should inform the Chairman of Governors and the deputies to the DSL who will act in the place of the DSL. Should the allegation be against the Head or School governor the DSL Deputies will immediately inform the Chairman of Governors without the Head or School governor being informed first. Staff may also discuss any concerns with the Deputy DSL's and make a referral via them. It will be the Chair's responsibility to contact the LADO.

If the allegation concerns a member of staff, the Head or a volunteer he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The School will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice. A copy will only be provided to the individual concerned following consultation with appropriate agencies and agreement has been reached as to what information can be disclosed. Allegations proven to be false, unsubstantiated or malicious will not be included in employer references.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. Where a member of the residential staff is suspended pending an investigation of a child protection nature, suitable arrangements must be put in place for alternative accommodation away from children. The School recognises it has a duty of care to staff but may take action in the event of allegations against staff in accordance with its disciplinary procedures. The School will ensure support is in place for individuals facing an allegation and a representative will be appointed to keep the individual informed of progress of the case and to consider what other support is available and appropriate for the individual.

During the course of the investigation the School in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be

dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 and in Keeping Children Safe in Education relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Allegations against a member of staff who is no longer at the School (including historical allegations) should be referred to the police.

Any pupils who are involved will receive appropriate care.

Staff should also have regard to the Staff Behaviour Policy to minimise the risk of allegations being made.

WHISTLEBLOWING

If staff and volunteers have concerns about poor or unsafe practices or potential failures in the School's safeguarding regime, these should be raised in accordance with the School's Whistleblowing Policy. Concerns regarding the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm may be dealt with in accordance with the School's Managing Allegations of Abuse against staff procedure (see above). There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feels that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (tel: 0800 028 0285 or email: help@nspcc.org.uk).

EXTERNAL REFERRALS

We follow Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. Separate to involvement of the LADO, schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Slindon College will make such a referral as soon as possible after the resignation or dismissal of any individual (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School will consider making a referral to the National College for Teaching and Leadership (NCTL) as required by sections 141D and 141E of the Education Act 2002 and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a

conviction at any time for a relevant offence). The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

The School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

From October 2015, section 5B of the Female Genital Mutilation Act 2003 placed a statutory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the School's designated safeguarding lead and involve children's social care as appropriate.

Should historical allegations of child abuse be made against a teacher who is no longer teaching, the School will, in accordance with Keeping Children Safe in Education, report the matter to the police. Similarly, allegations against a teacher who is no longer working at the School will also be referred to the police. All allegations of historical abuse should be referred to the Head or DSL straight away.

PARENTS

In general, we believe that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL/Head who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO.

PROMOTING AWARENESS

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the School. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our Anti-Bullying Policy.

Time is allocated in PSHE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding.

All pupils know that there are adults to whom they can turn to if they are worried, including the independent listeners and the medical staff. If the School has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- All pupils have access to a telephone helpline enabling them to call for support in private.
- Notices around the school contains guidance on where to turn for advice, including confidential help lines and web addresses for external specialists such as ChildLine, Kidscape, Get Connected and the Samaritans.
- Our medical centre and our boarding house displays advice on where pupils can seek help.
- We operate a peer counselling scheme whereby trained older pupils are encouraged to offer advice and support to younger pupils.
- We provide leadership training to our head boys and their team of prefect/senior pupils which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable pupils.
- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the School's guidelines in this area. This includes guidance on educating pupils to stay safe including e-safety and online protection. For more details on cyber-bullying please refer to the School's anti-bullying policy.
- Our prefect system is regularly supervised by boarding staff. They have been trained to ensure that they are suitable for their duties and do not abuse their roles, which are specified clearly in writing. In particular, prefects are given induction on appointment which includes how to contribute to the School's anti-bullying practice, how to respond to allegations of serious bullying or abuse and how to act if they hear allegations of abuse.

POSITION OF TRUST

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Staff should refer the School's Staff Handbook which also includes its Social Media Policy.

RECORDS

All concerns, discussions and decisions (with reasons) made in accordance with this policy will be recorded in writing.

MONITORING AND EVALUATION OF THIS POLICY

The School monitors and evaluates annually its safeguarding policy and procedures through the following activities:

- Governing body visits to the School;
- Senior leadership team discussion sessions with children and staff
- Pupil questionnaires
- Frequent scrutiny of attendance data
- Regular analysis of a range of risk assessments
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the School e.g. sufficient account must be taken of the nature,

age range and other significant features of the School, such as historical issues, in the provisions made for safeguarding.

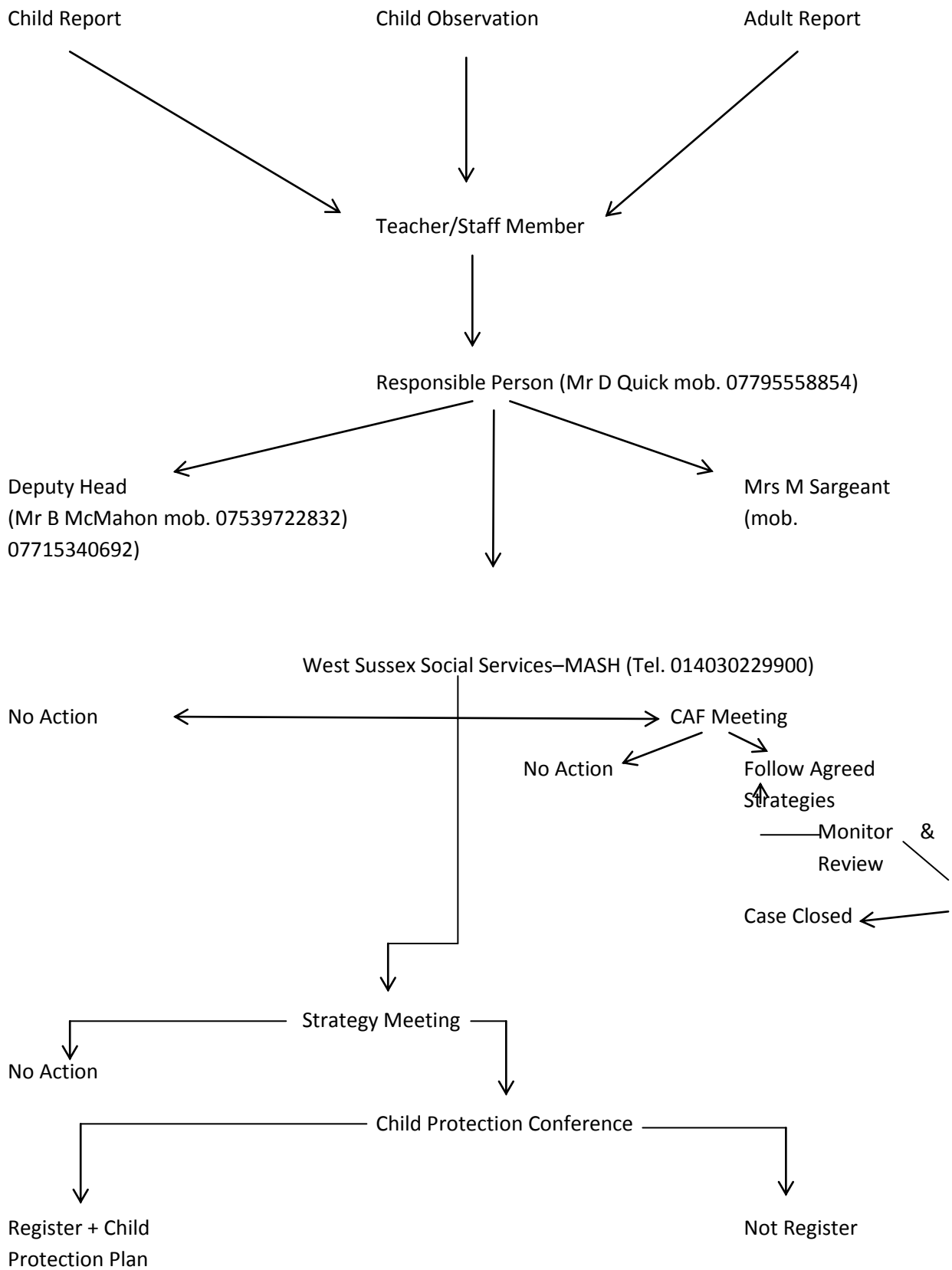
- Frequent scrutiny of governing body meeting minutes
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior leadership team and the governing body
- Regular review of parental concerns and parental questionnaires
- Regular review of the use of pupil-specific leisure rooms and clubs at lunchtime and after school
- Regular review of training offered to staff, including e-safety training.

Appendix 1: Safeguarding Flow Chart

Appendix 2: The Safeguarding Team

Appendix 3 The Management of Safeguarding

Safeguarding Flow Chart (Appendix 1)



Local Safeguarding Children Board (LSCB): www.westsussexcb.org.uk

West Sussex Safeguarding Policy: www.westsussexcb.org.uk/our-procedures

West Sussex Prevent Duty Contact: beverly.knight@westsussex.gov.uk

Appendix 3. The Management of Safeguarding

The role of the Designated Safeguarding Lead is to:

- maintain an overview of safeguarding within the school
- open channels and communicate effectively with local statutory agencies
- communicate effectively, both verbally and in writing, to a high standard both in school and as a representative of the school at external agency meetings
- present a calm and efficient disposition in a crisis
- follow procedures accurately and make informed decisions
- adapt swiftly to changing regulations
- lead a staff team and monitor, evaluate and record their effectiveness in implementing safeguarding procedures
- train a staff team in safeguarding procedures
- be an effective member of a multi-agency, local authority team
- listen objectively, actively and non-judgementally
- write clear, full and informative reports for external agencies, senior managers, governors and external agencies.
- understand the assessment process for providing early help and intervention through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required.

The Designated Safeguarding Lead will refer all cases of suspected abuse to either/or;

- The local authority children’s social care unit
- The local authority designated officer (LADO) for child protection concerns (particularly all cases which concern a staff member)
- The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- In consultation with the head teacher, and informing the safeguarding governor, consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Where a referral has been made to the DBS, it is unnecessary to contact NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral.
- The police (cases where a crime may have been committed).

The Designated Safeguarding Lead will;

- Ensure that the school operates within legislative frameworks and recommended guidance.
- Liaise with the DDSL regarding;
 - ongoing enquiries under section 47 of the Children Act 1989 and police investigations
 - referring of cases of suspected abuse regarding children in need to the local authority children’s social care unit

- referring child protection concerns (all cases involving a staff member) to the local authority designated officer (LADO)
- referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
- referring cases where a crime may have been committed to the police
- Liaise with parents, informing the DDSL (and if appropriate the LADO, children's social care unit or police) of all meetings and discussions
- Ensure records of all meetings are clear, comprehensive and dated
- Act as a source of advice and expertise to staff on matters of safety and safeguarding
- When deciding whether to make a referral always liaise with relevant agencies for advice
- Cooperate with the safeguarding governor in the annual check of the safeguarding policy and procedures to ensure they are in line with statutory regulations and implemented correctly
- Be continually aware of any changes in statutory requirements and alter school documentation accordingly, informing governors and staff of any changes.
- Ensure all school records re safeguarding are comprehensive, updated and accessible
- Ensure children receive the right help at the right time by the right people, in order to address risks and prevent issues escalating
- Understand the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child and reassessing concerns when situations do not improve
- Monitor the effectiveness of policies and procedures, and the implementation of such, annually in cooperation with the governors safeguarding representative
- Act as a support to pupils and staff, follow up and document progress re all concerns regularly.
- Ensure the records of any pupil who leaves the school and has a child protection file are copied for the new school and the child protection file is transferred separately from the main pupil file
- Ensure child protection files are full, informative and contain all the information (duly dated) appertaining to the child in question, plus details of all communications with external agencies, parents and carers
- Ensure that accurate safeguarding records are kept in a secure location, separate from pupils' academic files, and marked 'Strictly Confidential'
- Submit reports to, and ensure the school's attendance at, child protection conferences or case reviews. Contribute to decision making and commit to the delivery of actions planned to safeguard the child at such conferences or case reviews.
- Ensure any actions to be taken re children on the register are performed efficiently and the results monitored, recorded and evaluated
- Maintain a continuous overview of safeguarding within the school, recording findings clearly
- Ensure safeguarding maintains a high profile at staff meetings
- Organise regular meetings of all involved in safeguarding within the school
- The work of the designated safeguarding person will be reviewed and evaluated annually by the safeguarding governor.
- The DSL has ultimate responsibility for safeguarding and child protection in the School. This responsibility should not be delegated.

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

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

The role and responsibilities of the safeguarding governor;

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

When ensuring school provision meets requirements the safeguarding governor will;

- Ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.
- Monitor appropriate policies, including the safeguarding and all attached policies, ensuring the safeguarding policy contains at least the following and is in line with locally agreed inter-agency procedures;
- Ensure the school meets requirements advised by Keeping Children Safe in Education and the ISI regulations regarding safeguarding
- Regularly check the school's arrangements for handling allegations of abuse against members of staff, volunteers and the Head.
- Direct staff on what to do if they have a concern about a child or where one child is abusing another child
- Ensure the school has up-to-date information on how to recognise abuse
- Monitor the school's staff code of conduct/behaviour policy and recruitment procedures
- Review the management of safeguarding including the appointment of the designated person and the job description of the designated personnel.
- Monitor the training of the designated person, staff, volunteers and the head.
- Make arrangements for reviewing the school's child protection policies and procedures annually.
- Check the school's arrangements to fulfil other safeguarding and welfare responsibilities.
- Ensure the Designated Senior Lead who has responsibility for responding to and overseeing safeguarding issues is suitably qualified and trained.

- Ensure there is at least one Deputy Designated Lead who has responsibility for responding to and overseeing safeguarding issues as delegated by the DSL, and who is also suitable qualified and trained.
- Where appropriate, ensure there is at least one Designated or Deputy designated Lead to be responsible for the Early Years.
- Ensure that the Designated Senior Person supervises and supports the work, development and training of the Deputy Designated Person.
- Ensure that there are clear lines of accountability regarding safeguarding procedures.
- Ensure all staff know;
 - who are the Designated Safeguarding personnel
 - what the Child Protection policy contains
 - how to identify a child protection concern
 - what they do if they have any child protection concern
- Ensure the system for recording, storing and reviewing child welfare concerns is robust and secure.
- Liaise with the Head about general child protection and broader safeguarding issues within the school.
- Meet regularly with the Designated Senior Person, at least once each term, in order to monitor the effectiveness of the implementation of the Governing Body's Safeguarding and Child Protection Policy.
- Provide reports to the Governing Body in respect of issues within the school to enable adequate oversight, understanding and development of solutions.
- Ensure that the training of all staff is up to date.
- Recommend governors attend appropriate safeguarding training either arranged by the school or externally to include, for relevant governors, training in respect of allegations against staff.
- Recommend at least one governor, who may be called to sit on the recruitment and selection panel for staff, for instance in the appointment of senior leaders, has successfully completed accredited Safer Recruitment training or any future training that replaces this.
- Ensure interview panels are convened appropriately and safer recruitment practices are followed.
- Have oversight of the single central record, inspect it regularly, at least annually, and ensure it is up to date and maintained in line with guidance.
- Take account of how safe pupils feel when in school.
- Ensure the school constantly reviews and considers the entire curriculum in order that key safeguarding 'messages and lessons' are implemented across all their work and embedded into the school ethos.
- Ensure the school maintains regular communication and good relationships with external agencies available to support children and families.
- Monitor progress against any outstanding actions required that have been decided upon following any safeguarding audit.

Following a full annual audit of provision, the Safeguarding Governor should ensure that the Governing Body receives a report on the implementation of the school's Safeguarding and Child Protection Policy and procedures including:

- i. The date, time and manner in which the annual audit was completed
- ii. The arrangements that are in place for ensuring that the school's Safeguarding and Child Protection Policy is communicated to, understood and implemented by, all staff and how effective they are in practice.

- iii. Judgement upon the time and resources allocated by the school to the designated member of staff with lead responsibility for Child Protection
- iv. Information on the training attended by the DSL and DDSL over the year.
- v. Information on the training in safeguarding undertaken by all staff, including lunch time staff, administrative staff, catering, maintenance, and medical staff over the year.
- vi. Information on the effectiveness of the child protection procedures in the induction programme for all new people and volunteers in the school.
- vii. The effectiveness of the arrangements for ensuring safe recruitment procedures and appropriate checks on new staff and volunteers are completed in the required time.
- viii. The number of pupils currently on the Child Protection register
- ix. How effectively any issues linked to Safeguarding and Child Protection have been dealt with.
- x. Information on how well child protection issues are addressed through the curriculum.
- xi. The accuracy of the central register with regard to the most recent regulation