

Child Protection and Safeguarding Policy

(This policy applies to all pupils including those in the Early Years Foundation Stage)

Introduced 30th May 2016

Revised 15th June 2016

Reviewed 21st June 2016

Reviewed by James Woodcock 3rd October 2016

Revised by James Woodcock 7th March 2017

Revised by James Woodcock 16th November 2017

Revised by James Woodcock 8th August 2018

Revised by James Woodcock 14th September 2019

Revised by Alicia Mobbs/Sarah Leftley 15th September 2020

Revised by Sarah Leftley 27th August 2021

Revised by Sarah Leftley 17th January 2022

Revised by Sarah Leftley 16th August 2022

Revised by Sarah Leftley 29th June 2023

Next review due 27th August 2024

Responsible Governor: Will Jakeman

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This policy now refers to KCSiE 2023 - key changes

Appropriate filtering and monitoring on school devices and school

- The DSL should take lead responsibility for the above.
- Staff Safeguarding and Child Protection training should include an understanding of the above.
- Reiteration that schools should follow the recently published DfE publication of [Filtering and monitoring standards](#) and guidance.
- Governing bodies/proprietors strategic training should include an understanding of the above and should review the above standards with IT staff and service providers.
- Schools should consider meeting the [Cyber security standards](#).
- The Safeguarding and Child Protection Policy should reflect our approach to the above on school devices and networks.

Children who are absent from education

- Where a child has an EHCP the local authority will need to review the plan whilst working closely with parents.
- 'Children missing from education' replaced with 'Children who are absent from education'.
- Updated guidance on school attendance, and children being absent from education for prolonged periods and/or on repeat occasions see [Working together to improve school attendance](#).
- Updated information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.

Safer Recruitment

- Schools should inform shortlisted candidates that online searches may be done as part of due diligence checks.
- Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file.

Use of school premises for non-school activities

- Clarity around safeguarding arrangements that schools should expect providers [hirers] to have in place see [Keeping children safe in out of school settings](#).
- Schools may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, schools should follow their safeguarding policies and procedures, including informing the LADO.

Changes in terminology

- Updated throughout to include 'pupils or students'.

- Reference to teachers can 'discipline' have been replaced with teachers can 'sanction'.
- Replaced children may be 'vulnerable' with children may be 'susceptible'.
- Forced marriage to child marriage, highlighting the changes in law February 2023.

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1. Contacts

Head	Ms Antonia Lee antonia.lee@winchester-house.org 01280 702483
Designated Safeguarding Lead (DSL)	Andre Beukes Deputy Head, DSL (01280 846473) andre.beukes@winchester-house.org

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<p>Deputy Designated Safeguarding Leads</p>	<p>Sarah Leftley Deputy Head, Ops and Co-Curricular Sarah.leftley@winchester-house.org EYFS responsibility</p> <p>Nik Miller Head of ICT nik.miller@winchester-house.org</p> <p>Samantha Warren Director of Sport sam.warren@winchester-house.org</p> <p>Ruth Tuck Section Head Y3-5 ruth.tuck@winchester-house.org</p> <p>Lea Wilson Sister Lea.wilson@winchester-house.org</p>
<p>Nominated Safeguarding Governor</p>	<p>Mr Will Jakeman wjakeman@stowe.co.uk</p>
<p>Chair of Governors</p>	<p>Simon Creedy Smith chairman@stowe.co.uk 01280 818240</p>

Contacts in County

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<p>Safeguarding in Education Service</p> <p>SIES offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.</p>	<p>Lead for Safeguarding in Education Debbie Carrie dcarrie@childrenfirstnorthamptonshire.co.uk Mobile: 07850 299921</p> <p>Online Safety Officer- Simon Aston OnlineSafety@northamptonshire.gov.uk</p>
<p>First Response Team (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.</p>	<p>Multi Agency Safeguarding Hub (MASH): Tel 0300 1267000, Emergency duty team 01604 626938 MASH@northamptonshire.gov.uk online referrals</p>
<p>Local Authority Designated Officer (LADO)</p> <p>The Northamptonshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Northamptonshire on either a paid or voluntary basis</p>	<p>Andy Smith: 01604 367862</p> <p>Andrew.Smith@nctrust.co.uk</p>

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<p>Northants Family Information Service</p> <p>Information for families on a range of issues including childcare, finances, parenting and education</p>	<p>fis@northamptonshire.gov.uk</p>
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<p>Northamptonshire Safeguarding Children Partnership (NSCP)</p> <p>Procedures, policies and practice guidelines</p>
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<p>Schools Web</p> <p>School bulletin, Safeguarding links, A-Z guide to information and services</p>	
<p>Northants Prevent Co-ordinator</p>	<p>0800 789 321.</p>
<p>Northants Police</p>	<p>101 (999 in case of emergency)</p>

Other contacts

<p>NSPCC NSPCC</p>	<p>0800 800 5000</p>
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Childline Childline	0800 11 11
Kidscape – Parent Advice Line (bullying) (Mon-Weds from 9:30am to 2:30pm) Kidscape	020 7823 5430
Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 028 3550 fgmhelp@nspcc.org.uk
Samaritans - Helpline Samaritans	116 123
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK The right to choose	020 7008 0151 fmf@fco.gov.uk
Crimestoppers Crimestoppers	0800 555 111
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service	01494 785 552

[CEOP](#) (Child Exploitation and Online Protection)

This policy will cross reference to related school policies and other protocols, including:

- Acceptable User Policy
- Anti-Bullying
- Attendance
- Behaviour Policy (including use of Reasonable force)
- Staff Code of Conduct
- Data Protection
- Educational Visits
- Online safety Policy (Smoothwall filtering)
- Health and Safety
- Pupils leaving the school grounds - Missing Pupil Policy
- Recruitment Policy
- Whistleblowing
- CME
- Child on child
- Self Harm
- Low Level concerns
- Allegations against staff
- Complaints Policy & Procedures
- Relationships and Sex Education

2. Introduction

2.1. At Winchester House, we believe that a policy on child protection is founded on the right of all children and people to be safe and feel safe, and that it is the fundamental obligation on all schools to robustly secure this right.

The aim of this policy is to provide staff, governors and volunteers with the framework they need to keep day children and boarders in Winchester House safe and secure and to provide parents and carers with the information about how we will safeguard their children whilst in our care.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This policy has been developed in accordance with the principles established by the **Children Acts 1989 and 2004** and the **Education Act 2002**; and in line with the following:

[Human Rights Act 1998](#)

[Domestic Abuse Act 2021](#)

[Working Together To Safeguard Children July 2018](#)

[KCSIE 2022](#)

Information Sharing Guidance for Safeguarding Practitioners [Information Sharing Guidance](#) – DfE July 2018

Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 [Children missing education - GOV.UK](#)

Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015 [Prevent Duty Guidance](#)

The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](#)

The Public Sector Equality Duty (PSED) within the Equality Act. .

The United Nations Convention on the Rights of the Child (UNCRC) [United Nations Convention on the Rights of the Child](#)

What to do if you're worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](#)

RSHE - updated Sep 2021 [Statutory guidance on relationships education, relationships and sex education \(RSE\) and health education.](#)

2.2. We believe clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under **section 175 of the Education Act 2002** (section 157 for independent academies and free schools) to safeguard and promote the welfare of children; working together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annexe A of Keeping Children Safe in Education, Sept 2023**. They must ensure that there is an auditable system in place to evidence this.

2.3. All staff are required to read and adhere to the **Staff Code of Conduct 2023-24** which governs behaviours expected of them.

2.4. We recognise all staff and Governors have a full and active part to play in protecting our pupils from harm, actively promoting their welfare and ensuring that every child's welfare is our paramount concern. Each member of staff is responsible for contributing to a positive culture of safeguarding in Winchester House.

2.5. All staff believe our School must provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual children.

2.6. The School recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff must remain vigilant and alert to these potential risks.

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2.7. The aims of this policy are:

2.7.1. To support pupils' development in ways that will foster security, confidence and resilience, free from discrimination.

2.7.2. To provide an environment in which children feel safe, secure, valued and respected.

2.7.3. Children feel confident that they know how to approach adults if they are in difficulties.

2.7.4. To ensure all teaching staff, non-teaching staff and volunteers:

- are aware of the need to safeguard and promote the wellbeing of children
- identify the need for support early to promote well-being
- promptly report cases of actual or suspected abuse, in line with guidance from the [Northamptonshire Threshold Document](#)
- are trained to recognise signs and indicators of potential abuse - To prevent impairment of children's mental and physical health or development - To protect children from maltreatment - To ensure children grow up in circumstances consistent with the provision of safe and effective care and are taking action to enable all children to have the best outcomes.

2.7.5. To provide a systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.

2.7.6. To acknowledge the need for effective and appropriate communication, ensuring staff know how and when to share information to protect children in a way that is legal, ethical and timely.

2.7.7. To ensure Winchester House has a clear system for communicating concerns and a model for open communication between children, teachers, parents/carers and other adults working with children.

2.7.8. To have a clearly understood structured procedure within the school which will, in cases of suspected abuse, be promptly followed by all members of the school community.

2.7.9. To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcomes achieved are dealt with in a timely manner, clearly and accurately recorded. These records are securely stored.

2.7.10. To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.

2.7.11. To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices understanding their duty to report where behaviours of colleagues may have stepped outside of agreed safe practices. All staff must work to develop a positive culture of safeguarding in our school.

2.7.12. To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment, which supports children's welfare and development. We reserve the right to decline access to use the school facilities where we believe their ethos or practice is not aligned with this policy.

2.7.13. This Child Protection policy is published on our website hard copies are available from the Head's office and/or the DSL.

3. Responsibilities

3.1. All staff, visitors and volunteers understand safeguarding children is **everyone's responsibility** and that they must be diligent to help secure children's safety and wellbeing. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it immediately to **Andre Beukes** (Designated Safeguarding Lead) or, in her absence, the School's DDSL's (Deputy DSL). In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity (see the referral procedure in sections 4 and 7, and allegations against staff in section 9).

3.2. Staff must maintain a good working knowledge of the [Northamptonshire Threshold Document](#) and any updates, how it can be used to safeguard and promote the wellbeing of pupils and how it should be used to inform decision making regarding a referral to First Response as soon as there is a significant concern.

3.3. Staff understand that the most common reason for children becoming looked after is as a result of abuse and/or neglect and that previously looked after children remain vulnerable. Staff have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.

3.4. Staff understand increased vulnerability and that barriers exist when recognising abuse and neglect for children with Special Educational Needs or Disabilities. Assumptions may be made that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration. There may be communication barriers and difficulties in managing or reporting these challenges.

3.5. The Governing Body understands and fulfils its safeguarding responsibilities. It must:

3.5.1. Ensure that the Head and (when not the Head) the DSL create and maintain a strong, positive culture of safeguarding within the School.

3.5.2. Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision (see section 4). This will be reviewed at least annually in line with changes to guidance and legislation.

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3.5.3. Regularly monitor and evaluate the effectiveness of this Child Protection & Safeguarding Policy and be satisfied that it is being complied with.

3.5.4. Appoint a Designated Safeguarding Lead (DSL), who is a member of the Leadership Group and has the required level of authority, and also appoint at least one Deputy DSL. The Head has overall responsibility for safeguarding within the school; they can be the DSL or can delegate that work to a member of the Leadership Group. The roles and responsibilities of the DSL and Deputy DSL(s) are made explicit in those post-holders' job descriptions. There are clear job descriptions which make reference to the responsibilities set out in KCSiE 2023 Annex C for the roles which include online safety responsibility for the DSL liaising with the Head of ICT.

3.5.5. Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.

3.5.6. Ensure measures are in place for the Stowe Group's Governing Body to have oversight of how the School's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Head where there are any identified gaps in practice or procedures are not followed.

3.5.7. Recognise the vital contribution that the School can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery children in the school understand, at age and stage appropriate levels, safeguarding and how to keep themselves safe in a contextually appropriate way.

3.5.8. Ensure safe and effective recruitment policies and disciplinary procedures are in place, which adhere to **Keeping Children Safe in Education, September 2023** and legislation referred to therein.

3.5.9. Ensure resources are allocated, as a priority, to meet the needs of pupils requiring child protection or early intervention.

3.5.10. Ensure the DSL completes safeguarding reports for Governors, demonstrating how we are meeting the School's statutory responsibilities for safeguarding and promoting the welfare of children.

3.6. It is the duty of the Chair of Governors, Mr Simon Creedy Smith, to liaise with relevant agencies if any allegations are made against the Head. If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.

3.7. The Governing Body must ensure that a named teacher is designated for Children Looked After and that an up to date list of children who are subject to a Care Order or are accommodated

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by the County Council is regularly reviewed and updated. The School must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.

3.8. The Governing Body has a statutory duty to appoint a Nominated Governor for Child Protection. The Nominated Governor must be familiar with [Northamptonshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education.

The Nominated Governor must:

3.8.1. Work with the DSL to produce the Child Protection & Safeguarding Policy annually.

3.8.2. Undertake appropriate safeguarding training, to include Prevent Training.

3.8.3. Ensure child protection is, as a minimum, an annual agenda item for the Governing Body.

3.8.4. Meet at least termly with the DSL to review and monitor the School's delivery on its safeguarding responsibilities and to review the Single Central Record.

3.9. All Governors must complete safeguarding training on appointment as part of their induction, to also include Prevent training. Governors' strategic training should include an understanding of Filtering and Monitoring and should review the standards with IT staff and service providers. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole.

3.10. Overall responsibility for the safeguarding of pupils remains with the Head, although tasks may be delegated to other members of the team, including the nominated DSL if appropriate. We have a Designated Safeguarding Lead (DSL) who is responsible for:

3.10.1. Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious and vigilant in order to question behaviours and challenge perceptions if they have concerns for a pupil.

3.10.2. Ensuring children receive the right help at the right time using the Northamptonshire Threshold Document to inform plans for support or protection (see Appendix for definitions of the categories of abuse).

3.10.3. Ensuring referrals to partner agencies are followed up in writing, within 24 hrs of initial contact, including referrals to First Response.

3.10.4. Establishing and embedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, in order to support timely interventions and allow prompt follow up. This includes use of the Escalation Process found on the NSCP website.

3.10.5. Ensuring safeguarding records, legislation and guidance are up to date and are maintained in accordance with data protection. Ensuring records are stored safely and securely

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and remain confidential and that the DSL must share information, both internally and externally, on a 'need to know' basis only, being able to justify the reason for sharing and in accordance with the confidentiality policy and all child protection files are held separately from pupil educational records.

3.10.6. Maintaining the record of staff safeguarding training. Ensuring that Winchester House's most up to date **Child Protection & Safeguarding Policy** is widely available (this may be on the website). Ensuring that the safeguarding team information is displayed in prominent areas around the school.

3.10.7. Being the designated point of contact for staff to be able to discuss and share their concerns, developing a culture whereby staff feel comfortable to do so. In their absence the DSL will ensure the Deputy DSL(s), or most senior member of staff, is available.

3.10.8. Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term-time during working hours.

3.10.9. During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.

3.10.10. Contributing effectively to multi-agency working, for the safeguarding and promotion of the welfare of children, this could include:

- participating in Strategy discussions;
- attending Child Protection Case Conferences;
- submitting reports to the conference which must be shared in advance with the parents/carers;
- contributing effectively and taking shared responsibility for core group meetings with all other agencies involved;
- engaging fully, as requested, in any other multi-agency planning meetings;
- contributing to the Framework for Assessments process;
- ensuring coverage is available at all times during the year

3.10.11. Providing the Head (if the Head is not the DSL), with an annual report for the Governing Body, detailing how the School delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.

3.10.12. Meeting regularly (at least once a term) with the Nominated Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure.

3.10.13. Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.

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3.10.14. Referring immediately to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.

3.10.15 The DSL should take lead responsibility for filtering and monitoring in school.

3.10.16 Training for staff

Winchester House School ensures all staff complete safeguarding and child protection training as part of their induction. The school also has a commitment to updating training for all staff each year and for appropriate staff to attend Local Authority and Inter-Agency Safeguarding Board Meetings.

To achieve this:

- Time will be given to enable this commitment to be met.
- The DSL will attend Local Authority and other training courses as necessary and other appropriate inter-agency training every year and cascade to the DDSLs.
- The Designated Safeguarding Lead (DSL) and DDSLs will receive relevant training (Level 3) every 2 years
- All staff and volunteers new to the school will be given appropriate safeguarding training as part of their induction programme to the school. (See Induction Policy for more information). They will receive school-specific training, including being made aware of local risk factors for extremism. Staff Safeguarding and Child Protection induction training should include an understanding of the Filtering and Monitoring provision in school as well as the behaviour policy including anti-bullying.
- All school staff and Governing Body members will undertake the training every year (usually in September) as organised by the DSL to include Prevent, online safety, Child on child abuse, understanding of the Early Help process, awareness of the process for making referrals, our filtering and monitoring provision and how to respond to disclosures. Updates will feature regularly in all staff meetings, as appropriate. Part 1 of KCSiE should be read and understood by all staff. Annex B by school leaders and those who work directly with children.

4. Procedures

Our school procedures for all staff, volunteers and visitors in safeguarding and protecting children from harm are in line with Northamptonshire County Council and Northamptonshire Safeguarding Children Partnership safeguarding procedures, "Working Together to Safeguard Children 2018", "Keeping Children Safe in Education" 2022 and statutory guidance issued under section 29 of the Counter- Terrorism and Security Act 2015.

At Winchester House we focus on the child, putting his / her interests at the heart of all we do in Safeguarding and Child Protection. We have children (boys and girls; N-Y8; day and boarding) from a variety of ethnic and international backgrounds. We have robust pastoral policies and training for all staff to support our boarding and day pupils.

We will ensure:

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4.1 We have a designated member of the Leadership Group who has undertaken appropriate training for the role. Our Designated Safeguarding Lead (DSL) will be required to update their training in accordance with the Learning Pathway agreed by the NSCP.

4.2 We have DDSLs who will act in the DSL's absence and who have received additional training. In the absence of an appropriately trained member of staff, the most senior member of staff on site will assume this role.

4.3 All adults (including supply teachers and volunteers) new to our school are made aware of the School's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under "**Keeping Children Safe in Education 2023**" and have a link to this booklet "[What to do if You're Worried a Child is Being Abused](#)". They will have these explained, as part of their induction into the school.

4.4 Visitors must be :

4.4.1 Clearly identified with visitor/contractor passes.

4.4.2 Met and directed by school staff/representatives.

4.4.3 Signed in and out of the School by school staff.

4.4.4 Given a safeguarding leaflet to read and or directed to a poster informing them of how to report a concern

4.4.5 Given restricted access to only specific areas of the school, as appropriate.

4.4.6 Escorted by a member of staff/representative as required.

4.4.7 Given access to pupils restricted to the purpose of their visit.

4.5 All members of staff must complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year, at a minimum of once a year[1].

4.6 All parents/carers must be made aware of the School's responsibilities in regard to child protection procedures through this policy, which is available on our website. Hard copies are also available from the Head's Office or the DSL.

4.7 All staff must follow the reporting procedures as follows when reporting any child protection concerns:

4.7.1 Staff must ensure the child is in a safe place and in receipt of support;

4.7.2 Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern;

4.7.3 Staff must make a written report using the school record keeping process. This is currently on Engage, but the process will be transferred to My Concern during this academic year.

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4.7.4 Staff must ensure the time and date of the incident is recorded;

4.7.5 A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child. Always listen carefully and quietly. Do not press for any evidence at all. Remain calm and reassuring. Do not dismiss the disclosure and do not show distress or concern. Do not refute the allegation. Show that you care through open and reassuring facial expressions and body language. Do not interrogate or ask leading questions (it could later undermine a case);

4.7.6 Use a body map to record any injuries seen or reported by the child on My Concern:

4.7.7 Staff must sign and date the report giving details of their role within school;

4.7.8 The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved.

4.8 Through our **Pupil registration, collections and sign out policy**, we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and pupils promptly and identify any safeguarding issues arising.

4.9 All children attending our school are required to have a minimum of two identified emergency contacts.

4.10 Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the [Northamptonshire CME Protocol](#).

4.11 Any absence, without satisfactory explanation, of a pupil currently subject to a child protection or child in need plan is immediately referred to their social worker.

4.12 Parents/carers must inform school if there are any changes to a pupil's living arrangement. Winchester House has a mandatory duty to inform the local authority, via the First Response Team, if a child under the age of 16 years old lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

4.13 All staff, parents/carers and children are made aware of the school's escalation process, by contacting the Head or other members of LG which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.

4.14 Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. School must have sight of the up to date **Child Protection Policy** of any organisation hiring the school's facilities.

4.15 The School operates **Safer Recruitment** practices, including ascertaining the suitability of volunteers and employed staff, both employed directly or via an agency, who are working in regulated activities.

4.16 Allegations against members of staff, including volunteers, are referred to the Local Authority Designated Officer (LADO).

4.17 Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

5. Retention of Records

5.1 When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, our school must have a record of this. These records are maintained in a way that is confidential and secure.

5.2 There is a statutory requirement for our school to pass any child protection records to the pupil's next school. We are required to have an auditable system in place to evidence we have done so. Any transfer of records will be carried out using a secure method and will be sent separately to the pupil's general file.

5.3 The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.

5.4 We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols.

6. Confidentiality

6.1 We recognise that all matters relating to child protection are confidential.

6.2 The Head or Designated Safeguarding Lead must only disclose personal information about a pupil to other members of staff on a need to know basis.

6.3 Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the pupil records.

6.4 All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

6.5 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of

harm or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns.

7. Dealing with a disclosure

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

In the event of a child disclosing abuse staff must:

7.1 Listen to the child, allowing the child to tell what has happened in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events.

7.2 Remain calm. Be reassuring and supportive, endeavouring to not respond emotionally.

7.3 Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are encouraged to use TED; Tell, Explain, Describe.

7.4 Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.

7.5 Reassure the child that they did the right thing in telling someone.

7.6 Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.

7.7 In the unlikely event the DSL and Deputy DSL not being available, staff are aware they must share concerns with the most senior member of staff as soon as possible during the same working day. NB Any member of staff is fully supported to make their own referral if necessary.

7.8 If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999 / 101.

7.9 If of a serious nature the child will be monitored/accompanied following a disclosure, until a plan is agreed as to how best they can be safeguarded.

7.10 Following a report of concerns the DSL must:

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7.10.1 Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate. The rationale for this decision should be recorded by the DSL.

7.10.2 Normally the school should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

7.10.3 If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone in first instance and then completing the Multi Agency Referral Form (MARF) making a clear statement of:

- the known facts
- any suspicions or allegations
- whether or not there has been any contact with the child's family

7.10.4 If the child is in immediate danger and urgent protective action is required, the police must be called immediately. The DSL must then notify First Response of the occurrence and what action has been taken.

7.10.5 If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.

8. Supporting Staff

8.1 We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting.

8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Head or another trusted colleague, or Occupational Health. School counsellors or the wellbeing mentor may also be used.

8.3 In consultation with all staff, we have adopted a **Code of Conduct** for staff working in our school. This forms part of staff induction and is part of our staff handbook.

8.4 All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff **Code of Conduct**.

9. Allegations against staff and volunteers (including Governors)

9.1 Further information can be found in our Allegations about Staff Policy. All school staff and volunteers must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults (See also section 7 above). There must be no 1:1 contact between staff and pupils which is not “open to the casual observer”.

9.2 We understand that a pupil may make an allegation against a member of staff or volunteer. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Head or if she is not available the Chair of Governors or directly to the LADO. The LADO is also the point of contact if there is a conflict of interest reporting the matter to the Head.

9.3 The Head on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the Case Manager to consider the nature, content and context of the allegation and agree a course of action.

9.4 The Head must:

9.4.1 Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace.

9.4.2 Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.

9.4.3 Ensure feedback is provided to the LADO about the outcome of any internal investigations.

9.5 If the allegation made to a member of staff concerns the Head, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO without notifying the Head first.

9.6 The school will follow the local safeguarding procedures for managing allegations against staff and volunteers

9.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.

9.8 If a suspension is made, restrictions will apply to all staff and volunteers regarding contact with them whilst they are suspended, including contact via social media, such as Facebook and Twitter.

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9.9 Our lettings agreement for other users requires that the organiser will follow the Northamptonshire County Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.

9.10 Should an individual staff member, governor or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Head. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

9.11 We have a duty to appropriately investigate and address all low-level concerns and allegations that don't meet the harm threshold to create and embed a culture of openness, trust and transparency within the School's values and expected behaviours. A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).

Examples of low-level concerns could include:

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

To help prevent low-level concerns, we effectively follow staff codes of conduct, behaviour policies and safeguarding policies.

ALL low-level concerns should be reported to the Head. The Head should be the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns the Head may wish to consult with the DSL and take a more collaborative decision-making approach. Staff are encouraged to feel confident about self-referral if they have found themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards.

The Head should record all low-level concerns. Records should include the details of the concern, how the concern arose and the actions taken. Records should be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken.

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9.12 In the Pre-Prep setting, in the event of an allegation being made of serious harm or abuse by any person living, working or looking after children at the School premises or elsewhere, or any other abuse on the School's premises, a referral will be made to OFSTED within 14 days.

9.13 Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where the harm test is satisfied in respect of that individual;

the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The legal duty to refer applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended. The School must also consider whether a referral to the TRA is appropriate (see KCSIE, 2022). If the accused person resigns or their services cease to be used and the criteria are met, it will not be appropriate to reach a settlement / compromise agreement.

10. Whistleblowing

10.1 We have a **Whistleblowing Policy**. Staff are required to familiarise themselves with this document during their induction period. <https://www.gov.uk/whistleblowing>

10.2 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues and report their concerns to the Head or Chair of Governors.

10.3 The NSPCC's "what you can do to report abuse" dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285, which is available from 8:00am to 8:00pm, Monday to Friday, and email help@nspcc.org.uk.

11. Physical intervention/Positive handling/Intimate Care

11.1 Our policy on physical intervention/positive handling by staff is set out separately, as part of our staff Code of Conduct and our Restraint Policy.

11.2 Winchester House is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain.

Definition:

"Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up after a child has soiled him/herself) to intimate personal areas. In most

cases such care will involve procedures to do with personal hygiene and the cleaning of equipment associated with the process as part of a staff member's duty of care

12. Anti-Bullying

12.1 Anti-Bullying is referenced within the Anti-Bullying Policy and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

12.2 We recognise that children who are lesbian, gay, bi, or trans (LGBT) may be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

13. Discriminatory Incidents

13.1 In line with the **Equalities Act 2010**, our **Equal Opportunities Policy for pupils** is in place to address all forms of discriminatory incidents. We also refer to '[Equally Safe – Dealing with Prejudice Related Incidents Guidance for Schools](#)'.

14. Health and Safety

14.1 We recognise the importance of safeguarding pupils throughout the school day. Our **Health and Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.

14.2 Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day. All day parents/carers must deliver their children to the appointed dropping off and collecting points, depending on the child's age. Parents/carers are expected to inform us if there is to be a change in the arrangement of collection for their child.

14.3 In the event of a pupil going missing during the course of the school day we will carry out immediate checks in line with our **Pupils leaving the school grounds - missing pupil policy**

14.6 Winchester House is situated within a market town and all staff are made aware of their need to remain vigilant and to report all suspicious activity or behaviour. All staff are provided with identification badges/lanyards for ease of identification and staff are encouraged to 'challenge'

visitors who do not have badges and to report any concerns to a member of the Leadership Group. To assist with security, the School has CCTV in some parts of the school grounds. Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Head and members of the Leadership Group will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

15. Prevent Duty

15.1 We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism. This is as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified.

15.2 All school staff and governors will have completed Prevent training.

15.3 Staff will be aware that Prevent referrals may be passed onto a multi-agency Channel panel to discuss the individual referred. A representative of the school may be asked to attend to help with the assessment for which additional training may be required.

15.4 We have in place and monitor appropriate web filtering systems so that pupils cannot view potentially extreme material. Governors should approve the filters we use and monitoring to ensure its effectiveness is regularly reviewed.

15.5 Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of pupils, which may indicate they are at risk of radicalisation.

15.6 Additional support - The Department has published further advice for schools on the Prevent Duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support and there are 3 E-learning modules available.

16. Online Safety

16.1 All staff are aware of the school policy on **online safety** which sets out our expectations relating to:

16.1.1 Creating a safer online learning environment,

16.1.2 Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,

16.1.3 Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including sexting (youth-produced sexual imagery),

16.1.4 Raise awareness of the safe use of mobile technology

16.1.5 Use of camera equipment, including smart phones,

16.1.6 What steps to take if there are concerns and where to go for help,

16.1.7 Staff use of social media as set out in the **Staff Code of Conduct**.

16.2 Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes sexting and image exchange under threat or through coercion. Winchester House Pupils are made aware of the dangers through the PSHE curriculum .

16.3 Pupils, staff and parents/carers are supported to understand the risks posed by:

16.3.1 the CONTENT accessed by pupils

16.3.2 their CONDUCT on-line

16.3.3 and who they have CONTACT with in the digital world.

16.4 Staff use of mobile technology whilst on site is set out in the **Staff Code of Conduct**.

16.5 Online/Remote Learning code of conduct in the Staff Code of Conduct must be read (especially in a present/post Covid-19 schooling environment).

16.6The school's Online Safety policy should be read alongside DfE guidance: [Teaching on-line safety in schools, 2019](#).

16.7 We recognise that there may be harmful online challenges and online – key staff should be aware of this [advice](#) to prepare for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

16.8 LGFL '[Undressed](#)' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

17. Sexting

'Sexting', also referred to as 'youth produced sexual imagery', is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

17.1 Staff, pupils and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of pupils themselves if they are under the age of 18.

17.2 Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication '[Sexting in Schools and Colleges](#)' produced by the UK Council for Child Internet Safety.

17.3 If the incident meets the threshold it may be necessary to refer to the police in a timely manner; contact will be through a safer schools officer, a PCSO (Police Community Security Officer), local neighbourhood police or by dialling 101. Such a report will result in an Outcome 21 record being generated by the police. We will always endeavour to speak to the parents/carers of the pupils involved prior to any report being made to the police.

18. Child on Child Abuse

Winchester House believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via child on child abuse whether inside or outside school or online and **any** concerns should be reported to the DSL. Please refer to the Child on child Abuse Policy for more detail on reporting, and supporting victims and perpetrators. Just because there are no reported cases does not mean that abuse is not taking place. We must monitor for the barriers which may affect victims coming forwards.

18.1 All staff operate a zero-tolerance policy to child on child abuse and will not pass off incidents as 'banter' or 'just growing up'.

18.2 All staff recognise that child on child issues may include, but may not be limited to:

18.2.1 Bullying (including cyber bullying)

18.2.2 Racial abuse

18.2.3 Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm

18.2.4 Sexual violence and sexual harassment and causing someone to engage in sexual activity

18.2.5 Abuse related to sexual orientation or identity

18.2.6 Sexting as set out in section 17

18.2.7 Initiation type violence and rituals

18.2.8 Emotional abuse

18.2.9 Abuse in intimate personal relationships between peers

18.2.10 Consensual and non-consensual sharing of nude/semi nude images

18.2.11 Initiation/hazing type violence and rituals

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18.3 The following will be considered when dealing with incidents:

18.3.1 Whether there is a great difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or LAC. SEND children may be disproportionately impacted by behaviours such as bullying without outwardly showing any signs.

18.3.2 Whether the perpetrator has previously tried to harm or intimidate pupils

18.3.3 Any concerns about the intentions of the alleged perpetrator

18.4 In order to minimise the risk of child on child abuse taking place, school must:

18.4.1 Deliver PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like

18.4.2 Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them taking their concerns seriously

18.4.3 Have systems in place for any pupil to be able to voice concerns, whilst recognising that it is more likely that girls will be victims and boys perpetrators

18.4.4 Develop robust risk assessments if appropriate

18.4.5 Refer to any other relevant policies when dealing with incidents, such as the Behaviour Policy and/or the **Anti-Bullying Policy**

18.5 We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation. Staff recognise that 'Upskirting' is a criminal offence under the Voyeurism (Offences) Act 2019 and must promptly report any such incidence to the Head, DSL or most senior member of staff.

18.6 Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education, Sept 2022** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](#)

19. Cultural Issues

19.1 As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, faith and belief on the part of their parent, carer or wider community.

19.2 Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

20. So Called ‘Honour’ Based Abuse

20.1 Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called ‘Honour’ Based Abuse to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#). The FGM Mandatory Reporting Duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires teaching staff to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her; or they
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth.

20.2 Our school is aware of the need to respond to concerns relating to child marriage. From February 2023, engaging in conduct aimed at causing a child to marry before they turn eighteen is now a criminal offence, regardless of the absence of violence, threats, or coercion. The law covers both official marriages and non-binding, unofficial ‘marriages’ in line with the existing forced marriage legislation. We recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. Winchester House staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fm@fco.gov.uk

20.3 We are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](#)

20.4 We recognise both male and female pupils may be subject to honour based abuse e.g. where children’s cultural background are at odds with their behaviours such as sexuality, under-age sex, relationships, gender identity or life style choices.

20.5 We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

20.6 Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

21. Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, children’s experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and children’s experiences of extra-familial abuse can undermine parent/carer-children relationships.

21.1 At Winchester House, we recognise that pupils may encounter safeguarding issues that happen in the wider community and we will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.

21.2 All staff, and especially the DSLs, will consider the context of incidents that occur outside of school to establish if environmental factors may be putting the pupil's welfare and safety at risk.

21.3 Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.

21.4 In such cases the individual needs and vulnerabilities of each child will be considered.

22. Serious Violence

22.1 All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

22.2 At Winchester House, we are aware of the risks to children and will take appropriate measures to manage any situations arising.

23. Use of Photography, Images and Mobile Phones

23.1 The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

Follow the guidelines laid down by the Information Commissioner's Office (ICO) and comply with the Data Protection Act 1998. In doing so we will:

- publish our Online Safety Policy on our website
- ensure images used in all school publications, including the website are appropriate
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

The Statutory Framework for the Early Years Foundation Stage (2017) requires settings to have a safeguarding policy and procedure which covers the use of mobile phones and cameras in the setting

(Pg.16 3.4 of the framework) to minimise the risk of inappropriate sharing of images (Pg.17 3.6 of the framework).

23.2 Mobile Phones

Parents and visitors are alerted to the fact that mobile phones should not be used in line with safeguarding guidelines. Any usage should be done responsibly, showing appropriate modelling to students. Phones should therefore stay out of site as much as possible on the premises. In Pre-Prep clear signage communicates that Pre-Prep is a mobile phone free zone. This will also be communicated verbally to first time visitors.

Personal mobile phones are not permitted to be used by staff in sight of pupils except in emergencies. They should be stored out of sight of students and the volume should always be turned off so they cannot interrupt lessons.

Personal mobile phones belonging to EYFS staff cannot be in classrooms. They must be stored in the lockers provided in the staff room. The Pre-Prep office and staff room are the safest areas for using mobile phones.

Personal mobile phones belonging to specialist staff teaching EYFS children or other staff who are in contact with them such as catering staff, must be stored out of sight and never used in their presence.

All members of staff should ensure that family and anyone needing to contact them in an emergency are supplied with the School office numbers.

When taking children off site, staff may take their personal mobile phone for emergency purposes in the interests of safeguarding our children but not use it for any other reason. This should be recorded on the risk assessment paperwork.

Personal mobiles must never be used to contact children or their families. If there is a specific reason to do so, it should be phrased that the number being provided is for a specific purpose within a specific time frame. e.g. for the duration of this trip on March 18th the phone number to use is This is to protect staff from unwanted contact from parents or any accusations of preferential treatment of parents and children.

On School trips, while we understand that this can be difficult, every effort should be taken to avoid members of the public taking photographs of the children.

At school events (Christmas plays, Sports Day etc) all parents are made aware of the School's policy for image use. We publish the following guidelines:

The use of mobile phone cameras, video cameras or standard cameras on the school site is permitted on the clear understanding that the resulting images are solely for private use. At all times, parents should keep within the following safeguarding guidelines: neither full names of children nor the name

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of the school should be stored or displayed with any image, images are removed from the device to a hard drive as soon as possible in case of the loss of the device, images are not posted to unsecure 'public' websites that would mean breaching the clear understanding above e.g. Facebook. At all times the responsibility for the images lies with the person taking them.

23.3 Cameras

The following comes from our Online-Safety policy.

For the purposes of taking any images of pupils, whether still or video, staff must generally use the available school equipment. In certain specific circumstances, the Head may explicitly authorise a member of staff to use their own phone camera or other device for a given purpose (for example for posting to official school social media platforms). In such instances, staff's professional integrity is of particular importance in following the guidelines below and documentation between the Head and staff member records this authorisation and understanding of the conditions of use. However personal mobiles or devices must NEVER be used to take photographs of EYFS children.

Any images taken should be moved (not copied) from the School (or personal) device to a suitable location on the School network, or uploaded to the relevant School social network platform and then deleted from the device, at staff's earliest convenience. This should be within 48 hours of the images being taken, unless on a School trip which lasts longer than this, when it should be done within 48 hours of returning. The swift moving of the images will prevent the device becoming a repository of images of pupils which could, if the device were lost or stolen, fall into the hands of unauthorised individuals.

In addition:

Photographs of the children in school are taken for the purposes of the recording of curriculum activities, recording the learning and development of pupils, for evidence for inspections, for display purposes in school and for marketing and publicity purposes.

When taking photos for Learning Journeys or Tapestry, it is sometimes impossible to avoid other children in group shots and we regard this as part of our legitimate business.

23.4 Swimming Pool

The swimming pool area is a mobile phone and handheld device free zone to all parents and visitors.

Members of staff using school owned devices may take still images of pupils in the pool area but should restrict such photographs to head and shoulders and permission should be sought from the parent and pupil for images to be used.

24. Communication with Parents

Child Protection and Safeguarding Policy

24.1 Winchester House recognises the importance of working, where appropriate, in partnership with parents and carers to ensure the welfare and safety of our students. The school will therefore:

24.2 Make parents aware of the school's statutory role in safeguarding and promoting the welfare of students, including the duty to refer students on, where necessary, by making all policies available on the website and on request.

24.3 Work with parents to support the needs of their child.

24.4 Consider the safety of the student and, should a concern arise, the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents.

24.5 Aim to help parents understand that the school has a responsibility for the welfare of all students and has a duty to refer cases to the Local Authority in the interests of the student as appropriate.

24.6 Ensure a robust complaints system is in place to deal with issues raised by parents and carers.

Provide advice and signpost parents and carers to other services where students need extra support.

25 Policy Review

25.1 The Governing Body of our school is responsible for ensuring the annual review of this policy. The date the next review is due is on the front cover of this policy.

Appendix

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development.

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Categories of Abuse

Four categories of abuse are identified:

1. Physical Abuse

A form of abuse which may involve; hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.

- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.

2. Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

It is acknowledged that all children can witness and be adversely affected by domestic abuse in the context of their home life where it occurs. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate, or not appropriate attachment.
- Indiscriminate attachment or failure to attach.
- Aggressive behaviour towards others.
- Scapegoating within the family, such as a parent blaming the child for something bad that happened to them (e.g. losing a job).
- Frozen watchfulness.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a “loner” – difficulty relating to others.
- The indicators of emotional abuse are often also associated with other forms of abuse.

3. Sexual Abuse

Involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The [Brook Sexual Behaviours Traffic Light Tool](#) can be used as guidance to support professionals in identifying and responding to sexual behaviour in children.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play, or conversation, inappropriate to the child's age.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation, and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area.
- Blood on underclothes.
- Pregnancy in a younger girl where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen, and thighs, and sexually transmitted disease.

[Centre of Expertise on Child Sexual Abuse](#) has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

4. Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b) protect a child from physical and emotional harm or danger
- c) ensure adequate supervision (including the use of inadequate caregivers)
- d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene, and medical care.
- A child seen to be listless, apathetic, and irresponsible with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child frequently absent from school.
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive periods.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but they:

- Must be regarded as indicators of the possibility of significant harm.
- Justify the need for careful assessment and discussion with the Designated Safeguarding Lead.
- May require consultation with and/or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

- Appear frightened of the parent/carers.
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses.
- Have unrealistic expectations of the child, frequently complain about/to the child, and may fail to provide attention or praise (high criticism/low warmth environment).
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Domestic Abuse

The cross-government definition of domestic violence and abuse is:

'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional.'

Children who live in households where domestic violence occurs can suffer physical, psychological and emotional harm through directly or indirectly witnessing and experiencing it. The definition of 'harm' under the Children's Act 1989 includes impairment caused by seeing or hearing abuse of another person.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

There are long and short term consequences to the child of domestic violence and these can manifest themselves in different ways depending on the child's age, maturity and support network. The distress and anxiety caused by domestic violence can manifest itself in different ways and it is important that professionals working with children and families are aware of these signs:

- anxiety or depression
- difficulty sleeping
- nightmares of flashbacks
- physical symptoms, such as tummy aches
- bed wetting
- temper tantrums
- school absence
- aggression (out of character)
- low sense of self-worth
- self-harm.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the Designated Safeguarding Lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to the Local Authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Procedures in respect of Child Abuse

If you see or hear something that is concerning:

- Don't ignore it or assume that it is someone else's responsibility to report it.
- Upload all information to the school's safeguarding systems and seek advice immediately from your DSL.
- Don't feel silly – if it worries you, someone else needs to know.
- If it is something related to safeguarding, but not a child whose safety is immediately at risk, inform the appropriate Pastoral Leader or safeguarding officer in person and follow up with a one-line email notifying the DSL that there is a safeguarding concern.
- If it is related to a child being at risk, see the DSL or Deputy DSL immediately and definitely before the child goes home that day where possible.
- All staff may raise concerns directly with Children's Services if they feel an incident is not being dealt with appropriately or they are unable to locate relevant staff.
- Concerns about adults in the school should be made directly to the Head Teacher.

Exploitation

Exploitation is a form of child abuse and may take a number of forms:

Child Sexual Exploitation

Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology [CSE Guidance Core Document](#).

We recognise that exploitation includes the trafficking of children and Modern Day Slavery. [Victims of modern slavery – frontline staff guidance](#)

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity.
- Inappropriate sexual or sexualised behaviour.
- Sexually risky behaviour, 'swapping' sex.
- Repeat sexually transmitted infections.
- In girls, repeat pregnancy, abortions, and miscarriage.
- Receiving unexplained gifts or gifts from unknown sources.
- Having multiple mobile phones and worrying about losing contact via mobile.
- Having unaffordable new things (clothes, a mobile phone, etc.) or expensive habits (alcohol, drugs, etc.).
- Changes in the way they dress.
- Going to hotels or other unusual locations to meet friends.
- Seen at known places of concern (e.g. brothels).

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- Moving around the country, appearing in new towns or cities, not knowing where they are.
- Getting in/out of different cars driven by unknown adults.
- Having older boyfriends or girlfriends.
- Contact with known perpetrators.
- Involved in abusive relationships, intimidated, and fearful of certain people or situations.
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
- Associating with other young people involved in sexual exploitation.
- Recruiting other young people to exploitative situations.
- Truancy, exclusion, disengagement with school, opting out of education altogether.
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual, etc.).
- Mood swings, volatile behaviour, emotional distress.
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- Drug or alcohol misuse.
- Getting involved in crime.
- Police involvement, police records.
- Involved in gangs, gang fights, gang membership.
- Injuries from physical assault, physical restraint, sexual assault.

Extremism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Potential signs of radicalisation and extremism

There is no limit to the signs that you might notice – every student is different. However, some of the indicators staff should look out for include:

- **Vulnerability:** identity crisis, personal crisis, migration, unmet aspirations, and history of criminality. Access to extremist influences: friendship groups, internet activity, activities abroad i.e. military camps, and vocalised support of illegal or extremist/militant groups.
- **Experiences and influences:** social rejection, personal impact from civil unrest and wide spread media coverage of international events, change in appearance and behaviour, family conflict over religious reviews, and verbal or written evidence of support for terrorist activities.
- **Travel:** pattern of regular extended travel, evidence of falsifying identity documents, and unexplained absences.
- **Social factors:** disadvantaged background, lack of empathy and/or affinity with others, severe learning difficulties or mental health, being a child of a foreign national or refugee, experience of trauma or sectarian conflict, and extremist views of a significant other.

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

County Lines

As set out in the Serious Violence Strategy (see link below), published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons. Further information on the signs of a child's involvement in county lines is available in guidance published by the [HOME OFFICE](#)

How do you know if County Lines drug dealing is happening in your area?

Some signs to look out for include:

- An increase in visitors and cars to a house or flat.
- New faces appearing at the house or flat.
- New and regularly changing residents (e.g. different accents compared to local accent).
- Change in resident's mood and/or demeanour (e.g. secretive/ withdrawn/ aggressive/ emotional).
- Substance misuse and/or drug paraphernalia.
- Changes in the way young people you might know dress.
- Unexplained, sometimes unaffordable new things (e.g. clothes, jewellery, cars etc).
- Residents or young people you know going missing, potentially for long periods of time.
- Young people seen in different cars/taxis driven by unknown adults.
- Young people seeming unfamiliar with your community or where they are.
- Truancy, exclusion, and disengagement from school.
- An increase in anti-social behaviour in the community.
- Unexplained injuries.

All staff should be aware of the associated risks and understand the measures in place to manage these.

All staff at Winchester House School will be made aware of the indicators that may signal children are at risk from, or are involved with, serious violent crime.

Signs may include:

- Increased absence.
- Change in friendships.
- New relationships with older individuals or groups.
- A significant decline in performance.
- Signs of self-harm.
- Significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

These could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

[County Lines toolkit](#)

Child Criminal Exploitation

As set out in the [Serious Violence Strategy](#) published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Taken from "[Working Together to Safeguard Children](#)" 2018

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs and alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education.
- Not taking part in education.

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

FGM

Further guidance and information are available from:
NSPCC FGM Helpline

Contact days and times: **24 hours**
Tel: **0800 028 3550**
Email: fgmhelp@nspcc.org.uk

Looked after children

All staff in Winchester House School will have an awareness of issues around safeguarding looked after children. The leadership team will ensure that staff have the skills, knowledge, and understanding necessary to keep looked after children safe. Staff will be aware of the legal status of a looked after child's care arrangements. In particular, they will ensure that appropriate staff have the information they need in relation to a student's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the student's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will have details of the student's social worker and the name of the virtual school head in the authority that looks after the student. The Head Teacher will appoint a Designated Teacher to promote the educational achievement of students who are looked after and to ensure that this person has appropriate training.

Liaison with the virtual Head

Virtual school heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. The Winchester House's DSL and the designated teacher will work with the virtual school head to monitor the child's welfare and discuss how funding can be best used to support the progress of the child and meet the needs identified in the student's personal education plan.

Pupils with a social worker

We recognise that children with social workers can need extra support. A child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. The DSL and all members of staff will work with and support social workers to help protect vulnerable children. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks.

- The provision of pastoral and/or academic support.

Children with SEN and Disabilities

See SEN and EAL policies.

Pupils with an EHCP

Winchester House School will implement the support detailed in the EHCP within the funding provided by the local authority. Reasonable adjustments will be made to ensure the pupil has the best possible opportunities here at Winchester House within the EHCP funding. Where a pupil needs to be assessed for an Education and Health Care Plan, the SENCo will co-ordinate school records and information to support the application.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 12-17 year olds <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Child on child Abuse

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Winchester House School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Pupils and parents will be informed of the procedures to report any concerns. Winchester House School recognises that during the period of school closure, children may have more frequent access to online devices, which has the potential to lead to online child on child abuse. These would include:

- Sexting
- Online abuse
- Peer-on-peer grooming
- Distribution of youth involved sexualised content
- Harassment

Where a school receives a report of child on child abuse, it will be addressed promptly and appropriately, following the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection & Safeguarding Policy.

The school will listen and work with the child, parents/carers and multi-agency partners, including a report to the police, if required, to ensure the safety and security of that young person.

Concerns and actions must be recorded, and appropriate referrals made.

Children moving schools and colleges

If any children are attending another setting, all relevant welfare and child protection information will be shared with that school. All relevant contacts, including social care contacts will also be shared with the school.

For looked-after children, any change in school must be led and managed by the Virtual School Head. The receiving school must be made aware of the reason the child is vulnerable and any arrangements in place to support them.

The receiving school will have access to a vulnerable child's EHC Plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker is (and, for looked-after children, who the responsible Virtual School Head is). All medical information must be shared with the receiving school and suitable arrangements made for any children requiring medication to be administered. A risk assessment and protocol will be drawn up to cover individual cases. Contact telephone numbers will be shared with any receiving school. Wherever possible this will take place prior to the child arriving or as soon as possible following their arrival.

Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEND provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders must take responsibility.

Whilst schools and colleges must continue to have appropriate regard to data protection and GDPR this legislation does not prevent the sharing of information for the purposes of keeping children safe. The School must follow the advice about information sharing that can be found at paragraphs 76-83 of KCSIE.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Responding to a report of Child-on-child sexual violence and sexual harassment

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them. We understand there may be intra familial harms and support may be needed for siblings following incidents

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Writing up a Pupil Safeguarding Disclosure

What to include in the MyConcern box: Details of Concern

1.1 Time (use 24 hour clock), date (dd/mm/yy) and location (be specific – back of classroom X, in the library) of the disclosure conversation (who is making the report will be automatically generated via doing it on MyConcern – if in any other format please record this detail)

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1.2 Document the full details of the child (name, age, year group)

1.3 Exact words used by the child about the incident or concern raised

1.4 Record exactly what questions, if any are asked of the child. Open ended questions should be used: Tell me, Explain to me, Describe to me (TED) or when, where, what, how, who, why. Get clarification on words – feeling low will be different for everyone in how they experience it so don't assumption their feeling low is the same as yours.

1.5 Location and day/time of the incident

1.6 Establish whether anyone else was present at the time of the incident and why? (pupils or staff use full names)

1.7 Who else has the pupil reported to? What action was taken and by who?

1.8 Use the body map function on MyConcern to record any physical marks/injuries.

1.9 Why as the member of staff, are you concerned?

1.10 All information recorded should be:

- Legible and written using straightforward language (use bullet points if easier)
- Using a child's own words (verbatim) as much as possible
- Factually accurate, i.e. not opinion

Remember the individual has chosen you to talk to so listen in a non-judgmental way, show empathy, don't jump to conclusions or make assumptions.

There are no barriers to sharing a safeguarding concern.

Example of Good Practice (based on a Stowe School child):

Spoke to Joseph Bloggs (3rd form Cobham) on 22/04/2021 at 15:00 in Queen's HouseParent Office.

Present at the meeting: Joseph Bloggs and Mr Michael Rickner (DSL)

Joseph said "When I was standing in the supper queue, John Smith* punched me in the back of the head 5 or 6 times and took my phone from my hand and would not let me have it back"

(*after this immediate disclosure – Michael Rickner showed Joseph the pictures of the 2 John Smiths on ISAMs and Joseph pointed out it was John Smith in the Lower 6th in Walpole).

Michael Rickner asked Joseph – 'Has this happened to you before?'

Joseph Bloggs – Yes, it happens most meal times, but this is first time he has stolen my phone.'

Michael Rickner – 'How long as this happened for?'

Joseph Bloggs – 'Since January 2021 – so about 4/5 months'

Michael Rickner – Are there any witness to John's behaviour?

Joseph Bloggs – 'Yes, my friend Colin Lules, I always go to meals with him, so he has always witnessed it'

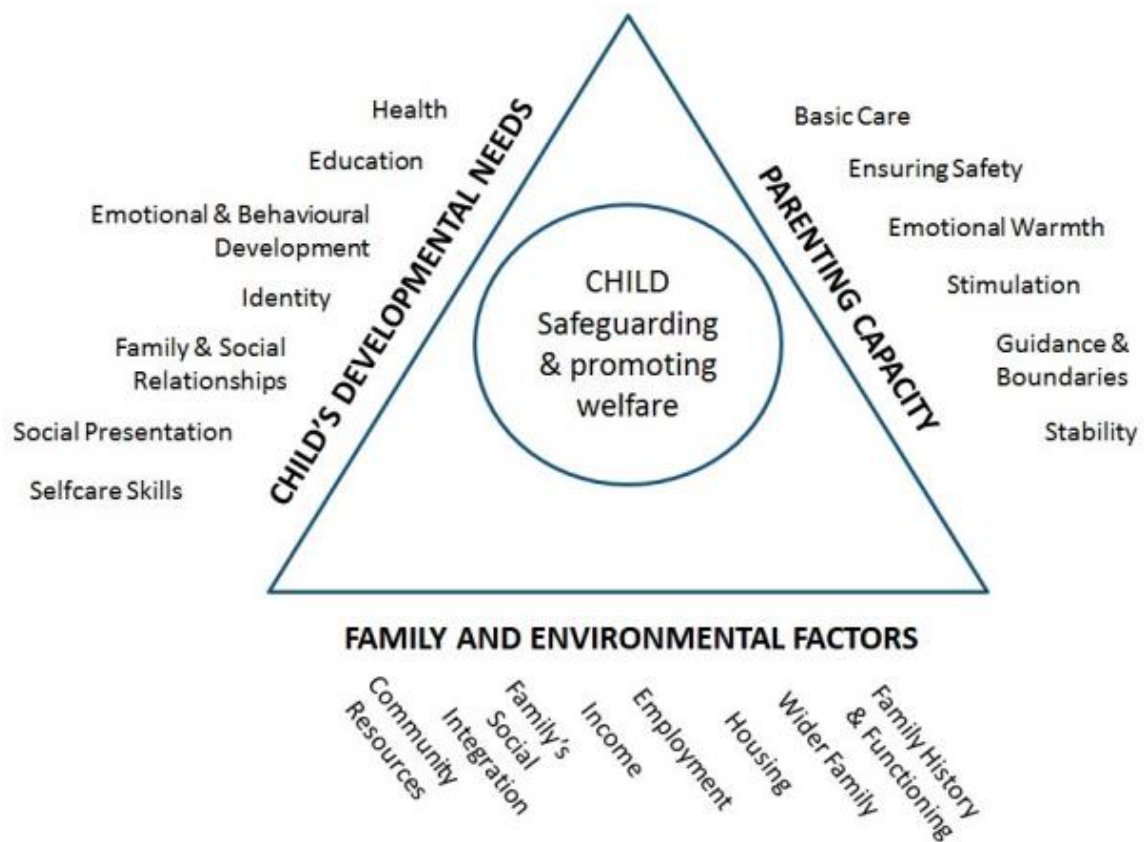
I am concerned and want to raise this as a possible safeguarding concern due to physical violence Joseph has encountered for the past 4 months as well as the most recent theft of his phone.'

I am the first person Joseph has spoken to about this due to fear of recrimination from John and his friends.

Assessment Framework

(from Working Together to Safeguard Children, July 2018)

Assessment Framework



Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

Every assessment of a child should reflect the unique characteristics of the child within their family and community context.

Each child whose referral has been accepted by the Local Authority children's social care should have their individual needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community.

Frequently, more than one child from the same family is referred and siblings within the family should always be considered.

School closure (eg Covid-19) arrangements for safeguarding and child protection at Winchester House School

The safety and welfare of all children must always be Winchester House School's priority and the principles within the Keeping Children Safe in Education (KCSiE) 2022 and our above Policy will still apply in the event of staff or children working online due to isolation or school closures.

A member of the DSL team will always be available during school hours. The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a designated senior member of staff will assume responsibility for co-ordinating safeguarding on site.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

The School will ensure that there is sufficient cover for the DSL role during any COVID-19 period.

Responsibilities

We continue to take a whole school approach to safeguarding and it is the responsibility of all staff to report any concerns that they may have for the safety and/or welfare of any children with whom they have contact. This contact may be via e-mail, virtual teaching, through a phone call or directly with the child.

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

A written notification, Letter of Assurance, will be obtained from a setting or school if any of their staff members come to work at **Winchester House School** and a risk assessment will be put in place.

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Any volunteers coming into **Winchester House School**, will be subject to relevant checks being completed as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. A risk assessment will be put in place on an individual basis.

Any staff or volunteers, carrying out duties in this school, who are usually based in another setting, will read the school's Child Protection & Safeguarding Policy and KCSIE 2022, Part 1 and annexe A. They will be informed of who the DSLs are and made aware of the school and local procedures for reporting concerns.

Induction to safeguarding training will be completed by Sarah Leftley (DSL) for any volunteers who are not familiar with our school.

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that **Winchester House School** is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, **Winchester House School** will continue to keep the Single Central Record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Our **DSL (Sarah Leftley)** will ensure that they keep informed of any up to date information, both at a local or national level, as a result of COVID-19, that will impact the welfare of all students within **Winchester House School** and will ensure that relevant information is shared with all staff, including any staff who may be carrying out temporary duties.

The **DSL Leader (Sarah Leftley)** will ensure that the child protection files are kept up to date and any required information is shared with the relevant agencies.

All Safeguarding and Welfare Concerns to be reported to: sarah.Leftley@winchester-House.org

All staff continue to have a duty to report any concerns about the conduct or actions of any other member of staff. This report will be made to the Headteacher or Chair of Governors in accordance with the school's Whistleblowing Policy.

Vulnerable children

Vulnerable children include:

- Children who have a social worker
- Children with Child in Need (CIN) Plans
- Children on Child Protection (CP) Plans
- Looked after children
- Young carers

Child Protection and Safeguarding Policy

- Disabled children
- Pupils with Education, Health and Care (EHC) Plans (0-25)

Children who are known to our school and are deemed to be vulnerable will be offered a place in order to continue to attend, so long as they do not have underlying health conditions that put them at risk. If, however, we are unable to staff our school due to illness a place will be sought at a nearby setting.

Winchester House School must offer support to those children and parents/carers, who have concerns about the child contracting Covid-19 through attendance at school. School will also refer the guidance published by Public Health England and follow their advice. In cases where the child has a social worker, school must make contact with them to discuss the concerns. Guidance will also be sought from the Virtual School Head for children who are looked after (CLA).

Winchester House School must identify those children who are a concern, but do not meet the criteria to be classed as a vulnerable child. **The school will keep in touch with pupils through Google Classroom, email and phone calls during this period.**

Those with an EHCP should be risk-assessed by their school or college in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC Plans can safely remain at home. **The school will keep in touch with pupils through Google Classroom, email and phone calls during this period.**

Winchester House School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School Head for looked-after and previously looked-after children. **Winchester House School** will regularly review CP/CIN cases to determine vulnerability and prioritise resources accordingly. The lead person for this will be: **Sarah Leftley.**

Winchester House School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers at our school ~~will~~ must be aware of this in setting expectations of pupils' work whilst they are at home. **Winchester House School** will refer to the separate guidance on providing education remotely.

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Appropriate support is in place for children of critical workers and vulnerable children attending school. The government guidance [mental health and behaviour in schools](#) will be referred to in order to support mental health issues that can bring about changes in a child's behaviour or emotional state, which can be displayed in a range of different ways, and that can be an indication of an underlying problem.

Support for pupils and students in the current circumstances will include existing provision in the school (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services.

Online Safety

All staff are aware of the **Winchester House School** Online Safety Policy, however during this period of the COVID-19 outbreak, there are other aspects of e-safety that need to be considered.

All staff at **Winchester House School** must be reminded to familiarise themselves with the following policies:

- o Staff code of conduct
- o Online safety for staff and pupils

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to the Local Authority children's social care and as required, the police.

Winchester House School will ensure any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- o Staff and children must wear suitable clothing, as should anyone else in the household.
- o Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.

The live class should be recorded so that if any issues were to arise, the video can be reviewed.

- o Language must be professional and appropriate, including any family members in the background.
- o Staff must only use platforms provided by Winchester House School to communicate with pupils
- o Ensure that ground rules are in place so that the students have a good understanding of how the sessions will be organised and run.
- o Consider the needs of vulnerable pupils, such as SEND.

Child Protection and Safeguarding Policy

[Guidance from the UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) is available which could help plan online lessons and/or activities and deliver them safely.

Winchester House School will ensure that children, who are being asked to work online, have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to school, children will be signposted to age-appropriate practical support from, for example:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors. In the communications with parents and carers, **Winchester House School** will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. Support for parents and carers to keep their children safe online includes:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers.

For those students who are still accessing computers at school and therefore are online, school will still continue to ensure that the appropriate filters and monitoring systems are in place.

We should be in regular contact with parents and carers. These communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand how we filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school their child is going to be interacting with online.

Supporting children not in school

Winchester House School and its Headteacher will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Supporting children in school

Child Protection and Safeguarding Policy

Winchester House School will continue to be a safe space for all children to attend and flourish. The Head will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Winchester House School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.