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THE PERSE
SCHOOL
CAMBRIDGE

Policy on Safeguarding and Child Protection

December 2016

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Definitions

CAF	Common Assessment Framework
DBS	Disclosure & Barring Service
DSL	Designated Safeguarding Lead
KCSIE	Keeping Children Safe in Education (September 2016) (statutory guidance)
LADO	Local Authority Designated Officer
LSCB	Local Safeguarding Children Board (Cambridgeshire)
SSD	Social Services Department
TAC	Team around the Child

Key External Contacts

Local Authority Named Senior Officer (Chris Meddle):

Tel: 01223 703564
(Chris.meddle@cambridgeshire.gov.uk)

Local Authority Designated Officer:

Tel: 01223 727967
Fax: 01223 475942
(LADO@cambridgeshire.gov.uk)

Cambridgeshire County Council Social Care Team and Multi Agency Safeguarding Hub (MASH):

Cambridgeshire Direct Contact Tel: 0345 045 1362
Centre *Monday to Thursday 8.00am to 5.30 pm Friday 8.00am to 4.30pm*

Out of Hours Emergency Duty Team Tel: 01733 234724

MASH.C&F@cambridgeshire.gsx.gov.uk

Advice and Support about Extremism

Key contacts within Cambridgeshire Police are:

Kevin Vanterpool kevin.vanterpool@cambs.pnn.police.uk
Matt Newman matt.newman@cambs.pnn.police.uk

Advice and Support for the Cambridgeshire Channel Project:
Steve Lodge steve.lodge@cambs.pnn.police.uk

Non-emergency DfE advice 020 7340 7264
counter-extremism@education.gsi.gov.uk

Reporting Female Genital Mutilation

Cambridgeshire Constabulary Child Abuse Investigation Unit

Monday to Friday 8.00am to 8.00pm Tel: 01480 847743
Saturday / Sunday 8.00am to 5pm
Bank Holidays 8am to 4pm

Cambridgeshire County Council
Out of Hours Emergency Duty Team Tel: 01733 234724

NSPCC whistleblowing helpline

National Society for the Prevention of Cruelty to Children (NSPCC)
Weston House
42 Curtain Road
London
EC2A 3NH
Tel: 0800 028 0285
Email: help@nspcc.org.uk

Key School Contacts

Governors

The following Governors can be contacted via the Bursar's PA on 01223 403874

Chair of Governors: Sir David Wright

Nominated Governor: Dr Virginia Warren

Designated Safeguarding Leads

The Perse Pelican Nursery and Pre-Preparatory School (including the EYFS setting):

Sarah Waddington (Head), (tel) 01223 403940, (e-mail) swaddington@perse.co.uk

The Perse Preparatory School:

Tom Knowles (Deputy Head), (tel) 01223 403920 (e-mail) tpknowles@perse.co.uk

The Perse Upper School:

Edward Wiseman (Deputy Head (Pupils)), tel 01223 403824, (e-mail) ewwiseman@perse.co.uk

When the Designated Safeguarding Lead of the Upper School is not available, a Deputy Designated Safeguarding Lead can be contacted on the same number.

Deputy Designated Safeguarding Leads

The Perse Pelican Nursery and Pre-Preparatory School (including the EYFS setting):

Tim Ankin (Deputy Head), (tel) 01223 403940, (e-mail) teankin@perse.co.uk

The Perse Preparatory School:

Fiona McDonnell (Assistant Head (Pastoral)), (tel) 01223 403920 (e-mail) fmcdonnell@perse.co.uk

The Perse Upper School:

Gail Hague (Assistant Head (Welfare and Admissions)), (tel) 01223 403800, (e-mail) ghague@perse.co.uk

Danielle Creese (Head of Lower School), (tel) 01223 403800, (email) dcreese@perse.co.uk

Gerald Ellison (Bursar), (tel) 01223 403800, (email) bursar@perse.co.uk

Designated Teachers for Looked After Children:

The Perse Upper School and The Perse Preparatory School:

Holly Singleton (Head of Learning Support), tel: 01223 403800, (email) hasingleton@perse.co.uk

The Perse Pelican Nursery and Pre-Preparatory School (including EYFS)

Sarah Waddington (Head), tel 01223 403940, (email) swaddington@perse.co.uk

Key School Contacts

Prevent Leads:

The Perse Pelican Nursery and Pre-Preparatory School (including EYFS):

Sarah Waddington (Head), (tel) 01223 403940, (e-mail) swaddington@perse.co.uk

The Perse Preparatory School:

Fiona McDonnell (Assistant Head (Pastoral)). (tel) 01223 403920 (e-mail) fmcdonnell@perse.co.uk

The Perse Upper School:

Gail Hague (Assistant Head (Welfare and Admissions)), (tel) 01223 403800, (e-mail) ghague@perse.co.uk

Domestic Violence Lead for the three schools:

Gail Hague (Assistant Head (Welfare and Admissions)), (tel) 01223 403800, (e-mail) ghague@perse.co.uk

Policy statement

1. This policy applies to the Perse School (“the School”) which comprises the relevant schools ie the Perse Pelican Nursery and Pre Preparatory School including the EYFS setting (“the Perse Pelican School”), the Perse Preparatory School (“the Perse Prep School”) and the Perse Upper School (“the Upper School”).

This policy has regard to the following guidance and advice:

- 1.1. KCSIE (September 2016);
 - 1.2. Working Together to Safeguard Children (March 2015);
 - 1.3. Disqualification under the Childcare Act 2006 (June 2016);
 - 1.4. Prevent Duty Guidance for England and Wales (July 2015);
 - 1.5. Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (April 2015);
 - 1.6. The Prevent Duty: Departmental advice for schools and childminders (June 2015)
 - 1.7. The use of social media for on-line radicalisation (July 2015)
 - 1.8. Multi-agency statutory guidance on FGM (April 2016);
 - 1.9. What to do if you're worried a child is being abused: advice for practitioners (March 2015);
 - 1.10. Information sharing: advice for practitioners providing safeguarding services (March 2015); and
 - 1.11. Sexting in schools and college (UKCCIS).
2. This policy has been authorised by the Governors and is addressed to all members of staff and volunteers, is available to parents on request and is published on the School website. This policy can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit. This policy applies to all pupils including those aged 18.
 3. The School has a duty to consider at all times the best interest of the pupil and take action to enable all pupils to have the best outcomes.
 4. Every pupil should feel safe and protected from any form of abuse and neglect. Please see Appendix 2 for explanations of the types of abuse and possible signs of abuse. Some pupils may be in need of additional support even though they may not be deemed at risk of harm – such pupils are classed as ‘children in need’. The School takes pupils’ mental and emotional wellbeing seriously. All concerns outside Child Protection are dealt with through the pastoral system and should be raised with the pupil’s tutor/form teacher in the first instance. It may be necessary for the school to complete a common assessment framework (CAF) form for a child in need in order to access local services.
 5. Related Policies: The School has the following related policies and procedures:

- Missing Pupil Procedure
- Behaviour and Discipline Policy (available on the School's website)
- Anti-Bullying Policy
- Acceptable Use of ICT Policy - Pupils (including E-Safety Guidelines).
- Acceptable Use of IT Policy for Staff
- Recruitment, Selection & Disclosure Policy and Procedure (available on the School's website)
- Code of Conduct for Staff and Volunteers.¹
- Staff Guidance on Using Social Media
- Whistleblowing Policy
- Preventing Extremism and Radicalisation Policy
- Visitors and Visiting Speakers Policy
- Risk Assessment Policy for Pupil Welfare
- Learning Difficulties Policy
- Disability Policy

6. The School is committed to safeguarding and promoting the welfare of each pupil in its care and will:

- 6.1. practise safe recruitment by checking the suitability of staff, Governors and volunteers to work with children and young people. See the School's separate Recruitment, Selection & Disclosure Policy and Procedure;
- 6.2. maintain a Single Central Register of Appointments for all staff and a separate record of all volunteers;
- 6.3. ensure that all teaching staff and support staff (collectively known as "staff") who regularly come into contact with pupils receive child protection training, carried out by the Designated Safeguarding Lead or other appropriately qualified staff, on induction;
- 6.4. ensure that where staff from another organisation are working with its pupils on the school site, the School has received appropriate assurances that approved child protection checks and procedures apply to those staff;
- 6.5. follow the local inter-agency procedures of the Cambridgeshire Safeguarding Children Board;
- 6.6. make arrangements (one-to-one tutorials, PSHE, tutor time, school counsellors) to listen carefully to children, provide early help and take their concerns seriously;
- 6.7. be alert to signs of abuse or possible abuse, both in the School and outside, and strive to protect each pupil from any form of abuse, whether from a member of staff/volunteer/Head/Governor/any other adult or another pupil;
- 6.8. deal appropriately with every suspicion or complaint of abuse;
- 6.9. design and operate procedures which promote this policy and which, so far as possible, minimise the impact upon the innocent of unfounded allegations;
- 6.10. support children who have been abused in accordance with his/her agreed child protection plan;

¹ The Code of Conduct is provided to all new staff and volunteers on induction. The Code of Conduct is also available to staff within the Policy section of SharePoint.

- 6.11. be alert to the healthcare needs of children with medical conditions;
- 6.12. operate appropriate health & safety procedures;
- 6.13. ensure that school premises are as secure as circumstances reasonably permit;
- 6.14. operate clear and supportive policies to discourage drugs, alcohol and substance misuse;
- 6.15. consider and develop procedures to deal with any other safety and welfare issues in the School or in the local area which may be specific to individual children. At The Perse these include e-safety, mental and emotional wellbeing and safer cycling.
- 6.16. ensure that any weaknesses or deficiencies in the School's child protection arrangements are remedied without delay.
- 6.17. give specific attention to safeguarding arrangements where children are engaged in close one-to-one teaching (performing arts, sports, music). Such arrangements are detailed in the Code of Conduct for staff and volunteers.

Safeguarding is defined as:

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

The Designated Safeguarding Leads (DSLs)

- 7. The School's Governing Body has appointed members of staff of each School's senior leadership team ("**Designated Safeguarding Leads**") to take lead responsibility for safeguarding and child protection at each individual School. Deputy Designated Safeguarding Leads have also been appointed carry out the activities of the DSL if the DSL is unavailable. The names and contact details of the DSLs and Deputy DSLs are set out in the Key School Contacts section at the front of this policy.

The DSL and Deputy DSL for each individual school have a written job description and are given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in to strategy discussions and inter-agency meetings - and/or to support other staff to do so - and to contribute to the assessment of children.

The DSL's from all three schools, together with the Nominated Governor will meet at least three times a year in a fully minuted meeting to discuss recent trends and updates.

The main responsibilities of the DSLs within their individual School are detailed in Appendix 1.

- 8. If the DSL for the relevant School is unavailable, the activities of the DSL will be carried out by the Deputy DSL identified in the Key School Contacts section at the front of this policy.

Arrangements are made for a DSL or DDSL to be available for out of hours or out of term School activities.

Designated Safeguarding Lead Training

9. The DSLs in all three Schools and the Deputy DSLs must all have undertaken training as required by Annex B of KCSIE before or upon appointment to this task to provide them with the knowledge and skills required to carry out the role. This training includes Prevent Awareness Training and will be updated at least every two years.

In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. This could be by further reading, meetings and/or bulletins.

The Heads of the Schools will also undertake the same training. Prevent duty training will be consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent) training if available.

Types of Abuse

10. **Abuse** can be:

- 10.1. physical abuse;
- 10.2. emotional abuse;
- 10.3. sexual abuse; and/or
- 10.4. neglect.

11. Please see Appendix 2 for explanations of the types of abuse and possible signs of abuse. The child protection training provided to staff considers the types and signs of abuse staff should be aware of.

The School is also aware that pupils may not be at risk of serious harm, but might nonetheless be children 'in need'. The School seeks to provide for these children through the pastoral structure – starting with the pupil's tutor - and the early help process (see section 26).

Looked After Children

12. The Governors have provided resources to ensure that children who are looked after are appropriately supported and that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

Duty of Staff, Governors and Volunteers

13. Every member of staff and Governor of the School as well as every volunteer who assists the School is under a general legal duty to:
- 13.1. Protect children from abuse;
 - 13.2. Be aware of the School's child protection procedures and to follow them;
 - 13.3. Know how to access and implement the procedures, independently if necessary;
 - 13.4. Keep a sufficient record of any concerns, discussions and decisions in accordance with this policy;
 - 13.5. Report any matters of concern in accordance with this policy as soon as possible without investigating further.

Staff connected to the School's Early Years and Later Years provisions are under an ongoing duty to inform the School if their circumstances change which would mean they

meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's Recruitment, Selection and Disclosure Policy and Procedures for further information about this duty.

14. The Governors will ensure that:
 - 14.1. there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
 - 14.2. the School's safeguarding arrangements take into account the procedures and practice of the Cambridgeshire Safeguarding Children Board, including understanding and reflecting local protocols for assessment and the referral threshold document; and
 - 14.3. the School contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of pupils are identified and support to pupils subject to child protection plans.
15. The Governing Body has nominated one of its members to take a particular interest in the School's safeguarding arrangements. There is a written role specification for the Nominated Governor. The Nominated Governor is Virginia Warren (see the School Contacts section at the front of this policy for contact details).

Staff Training

16. All child protection training will be carried out following consultation with the Cambridgeshire Local Safeguarding Children Board (LSCB) and will be in accordance with LSCB procedures.
17. Child protection training includes appropriate training on preventing extremism and radicalisation, child sexual exploitation, female genital mutilation alongside other categories of abuse. All new staff and volunteers should be confident about:
 - their personal responsibilities
 - the School's policies and procedures
 - how to support and respond to a child who tells of abuse
 - recording and reporting concerns.
18. Those new staff and volunteers with pupil supervisory roles will attend Child Protection Training before they embark on their role.
19. All staff will be provided with a copy of Part 1 and, where appropriate, Annex A of KCSIE and will be required to confirm that they have read and understand it.
20. The Heads of the Upper and Prep Schools will attend the same training undertaken by the DSLs and Deputy DSLs (see section 9) in order to fulfil their duties under this policy.

21. Induction

All new staff, (including temporary staff, peripatetic staff and volunteers), are provided with induction training and the following documents:

- the Safeguarding and Child Protection Policy (the identity and contact details of the DSLs and Deputy DSL's as identified in the Key School Contacts section at the front of this policy together with details of their role);
- the Code of Conduct (including whistleblowing, social media guidance and acceptable use of IT);
- a copy of Part 1 and, where appropriate, Annex A of KCSIE.

Ongoing Staff Training

- 22.** All staff members and the Nominated Governor will undertake appropriate child protection training which will be updated at least every two years. The content matches the training given on induction. In addition, all staff members will receive safeguarding and child protection updates via e-mail and / or staff meetings on a regular basis and at least annually.

Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health.

The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including staff meetings, twilight training and professional development reviews.

Teaching pupils about safeguarding

- 23.** The School teaches pupils about safeguarding through PSHE, tutorials, assemblies and throughout the curricular and extra-curricular programme,

The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of PSHE lessons and internet safety sessions. The School has appropriate filters and monitoring systems in place (see Appendix 1, E-Safety of the Acceptable Use of ICT Policy Pupils) and is mindful that this should not lead to unnecessary restrictions on learning.

Pupils are also introduced to wellbeing, emotional, physical and mental health in order to develop resilience and self-esteem. Resilience is particularly important in safeguarding against the risk of being drawn into extremism. Parental advice is offered through the newsletter and parent association talks.

Whistleblowing

- 24.** Full details of the procedures which will be followed in relation to allegations against staff and volunteers on safeguarding matters are contained in Section 28 and Appendix 3.

Staff and volunteers should also feel able to follow the School's separate Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff or volunteers to properly safeguard the welfare of pupils, and that such concerns will be taken seriously. The NSPCC whistleblowing

helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the Key External Contacts section at the front of this policy for the relevant contact details).

Procedures

25. Initial Suspicion, Allegation or Complaint

If a member of staff is concerned that a pupil may be suffering or is at risk of suffering harm, the matter should be referred to the appropriate person (see section 26 below) as soon as possible in accordance with these procedures.

A member of staff suspecting or hearing an allegation or complaint of abuse or neglect from a child or any third party:

- 25.1. Must listen carefully to the allegation or complaint and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
- 25.2. Must not ask leading questions, that is, a question which suggests its own answer;
- 25.3. Must reassure the source of information that the allegation/complaint will be taken seriously but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the appropriate person who will ensure that the correct action is taken. This will involve professional judgement, but where doubt exists; the information must be passed to the DSL;
- 25.4. Must keep a sufficient written record of the conversation completed at the earliest possible time. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the appropriate person (see section 26 below) as soon as possible;
- 25.5. Where the allegation or complaint is made by an adult, the DSL will ask for a written and signed statement from that person and inform them that their evidence may be passed on to a third party. If, after due consideration, the School decides to pass the information on to an outside agency in accordance with this policy, the DSL will contact the disclosing party (unless the School is advised otherwise by that agency) to inform them of this and that they should expect further contact from the agency.

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be stored securely, preserved and notified and passed on when reporting the matter in accordance with section 26 below.

26. Reporting

26.1. Early help

- a. The School understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- b. Arrangements are made (one-to-one tutorials, PSHE, tutor time) to listen carefully to pupils and provide early help.

- c. The School's safeguarding training includes guidance about the early help process and prepares all staff to identify pupils who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges.
- d. A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Cambridge Safeguarding Children Board referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- e. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

26.2. Concerns about a pupil's welfare

- a. If a member of staff is concerned about a pupil's welfare, the matter should be reported to the DSL as soon as possible. See Appendix 3 for the procedures for dealing with allegations against staff and volunteers.
- b. On being notified of a concern the DSL will consider the appropriate course of action in accordance with the Cambridge Safeguarding Children Board referral threshold document. Such action may include early help or a referral to children's social care.
- c. If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.
- d. Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.
- e. In accordance with these procedures, if a member of staff has a concern about a pupil, there should be a conversation with the DSL (or Deputy DSL) of the relevant School to agree a course of action where possible. If this is not possible, the matter should be discussed with:
 - the Head of the relevant school; or if not available
 - the Head of the Upper School; or if not available
 - any DSL or a Deputy DSL identified in the School Contacts section at the front of this policy.
- f. However, **any member of staff can make a referral to children's social care.** If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

If a child is in immediate danger or at risk of harm

If a pupil is in **immediate** danger or is at risk of harm, a referral should be made to children's social care and / or the police immediately.

Anybody can make a referral in these circumstances. See section 27 below for details on making a referral.

If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

If there is significant immediate risk of a child being drawn into terrorism; call 999, otherwise a referral can be made using the usual referral form marking on the form that it is a 'prevent referral'. A copy should also be sent through to MASH (MASH.C&F@cambridgeshire.gcsx.gov.uk) or call them directly using the number in the Key External Contacts section at the front of this policy. Advice and support can also be sought from the police using the contact details in the Key External Contacts section at the front of this policy.

Female genital mutilation

From October 2015, staff must report to the police cases where they discover that an act of female genital mutilation appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate. Contact details for reporting FGM can be found in the Key External Contacts section at the front of this policy.

27. Making a referral

Any action will follow considered discussions between DSLs who will give due consideration to the guidance on thresholds which can be found in the [Cambridgeshire LSCB Threshold Document 2017](#). Any involvement of outside agencies will only be made after consultation with the relevant Head unless there is a concern that **a child is in immediate danger or is at risk of harm** in which case a referral will be made to Children's Social Care and / or the Police immediately.

The relevant contact information is set out in the External Contacts section on Pages 3 and 4 of this Policy. If the referral is made by telephone, this should be followed up in writing.

Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

If after a referral the pupil's situation does not appear to be improving, the DSL (or the person that made the referral) should press for reconsideration to ensure their concerns are addressed and that the pupil's situation improves.

Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and in any event within five to ten working days.

28. Allegations Against Teachers, the Head, Governors, Volunteers and Other Staff (including Peripatetic Staff)

Procedures: The School has procedures for dealing with allegations against teachers, the Head, Governors, volunteers and other staff who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect Governors, staff and volunteers from false or unfounded allegations. These procedures are set out in Appendix 3 and follow Part 4 of KCSIE.

The Cambridgeshire Local Authority Named Senior Officer and/or the Local Authority Designated Officer (LADO) will be informed immediately and in any event within one working day of all allegations against staff and volunteers that come to the School's attention and appear to meet the criteria set out in paragraph 1 of Appendix 3. The Named Senior Officer will provide advice as to whether the case should be referred to

the LADO. If the Named Senior Officer is not available, the LADO should be contacted immediately, who will preside over the investigation of any allegation or suspicion of abuse directed against anyone working in the School.

29. Allegations Against Pupils (Peer-to-Peer allegations)

The conduct of pupils towards each other will, in most instances, be covered by the School's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised.

Examples of behaviour by a pupil which may raise safeguarding concerns may include:

- violence, including gender based violence;
- threatening or intimidating behaviour;
- blackmail;
- misconduct of a sexual nature, including indecent exposure or touching or serious sexual assaults;
- sexting;
- encouraging others to engage in inappropriate sexual behaviour;
- any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil;
- bullying, including cyberbullying.

The School takes steps to minimise the risk of peer on peer abuse. The School has robust anti-bullying procedures in place (see the School's Anti-bullying Policy) and pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and appropriate action taken to protect pupils identified as being at risk (see the School's Risk Assessment Policy for Pupil Welfare).

Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual harassment is not acceptable.

Allegations against pupils should be reported in accordance with the procedures set out in this policy.

A pupil against whom an allegation of abuse has been made may be excluded from the School during the investigation and the School's Behaviour and Discipline Policy will apply. The School will take advice from Children's Social Care, including the legal threshold on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse and consider them as "at risk". If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of Children's Social Care, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to exclude him/her during the investigation.

Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

30. Missing child procedures

All relevant² staff are informed of and will keep themselves familiar with the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. Please see the relevant School's separate Missing Pupil Procedure for further details.

31. Informing Parents

Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL (after consultation with the Head of the relevant school or in his/her absence, the Head of the Upper School or the Bursar) will need to consult the LADO, children's services and/or the police before discussing details with parents eg where the concern relates to the pupil's home life or the police are involved in the matter. In all cases, the DSL will be guided by the Cambridge Safeguarding Children Board referral threshold document.

In relation to Channel referrals, the Designated Safeguarding Lead (with the Prevent Lead in the case of the Upper School) will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

See also Appendix 3 for details about the disclosure of information where an allegation has been made against a member of staff or volunteer at the School.

32. Secure School Premises

School premises: The School will take all practicable steps to ensure that School premises are as secure as circumstances reasonably permit.

Visitors during normal school hours: Visitors during normal school hours are admitted in accordance with the Visitors & Visiting Speakers Policy which is available from the Bursar on request.

Visitors outside normal school hours: All visitors attending organised School events outside normal school hours are either greeted at the door by a member of staff (Perse Pelican School) or required to pre-book (Prep School) or enter the School via a designated access point. The Upper School site is controlled by a security guard. Pupils are not allowed access to School premises outside normal school hours unless they are waiting to take part/taking part in a school activity in which case they will be supervised by a member of staff.

Cameras and Mobile Devices: The School's policy on the use of mobile phones, cameras and mobile devices with a camera facility, including in the EYFS setting, is detailed in the School's Codes of Conduct for staff and volunteers and Acceptable Use of ICT -Pupils (including E-Safety Guidelines).

The Pelican School (which includes the EYFS setting) Staff Handbook states that mobile phones must be switched on silent and must not be used except during break and lunch times in a suitable place and that mobile phones must not be used in front of pupils. Also that the use of personal mobile devices by staff and visitors to take pictures of children within the Pelican School, especially the EYFS setting is not encouraged. In the exceptional circumstance that a personal device is used (for example on a trip), staff

² As indicated in the separate Missing Pupil Procedure for each School

must upload the image to the school network and delete the photo as soon as possible. Visiting parents may photo their own child in school events but are reminded that these images are for personal use only and must not be uploaded to social networking sites.

33. Confidentiality and Information Sharing

All concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing.

The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children or to audit the efficiency of the process. The School will consult with the LADO, and the police and Children's Social Care where appropriate, to agree the information to be disclosed to them.

The School will co-operate with police and social services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989.

Monitoring and review

34. The DSLs will monitor the operation of this policy and the implementation of its procedures and will undertake a full review annually or earlier if required, seeking contributions from staff. The DSL will update the Senior Leadership Team regularly on the operation of the School's safeguarding arrangements.
35. Where an incident involving a member of staff occurs, the LADO will be requested to assist in reviewing the School's procedures to determine whether any improvements can be made. Any shortfalls in the Safeguarding and Child Protection Policy will be addressed without delay.
36. The DSL will report to the relevant Governors' Education Committee to raise any topics of interest and summarise the School's safeguarding practices over the year.
37. The DSLs from each school meet regularly and will propose agreed updates to the Policy to the Nominated Governor. The DSL from each school will meet with the Nominated Governor at least once a year in a fully minuted meeting to report on Child Protection procedures and summary data. The minutes will be sufficiently detailed to demonstrate both the breadth and depth of the review undertaken.
38. The DSLs and Nominated Governor will provide an annual monitoring report for the Governors' Full Board Meeting. The report will address how the School ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters. The outcome of the annual policy review will also be reported to the Governors' Full Board Meeting.
39. The Governors' Full Board meeting will review the annual policy report, the Policy and the implementation of its procedures including good cooperation with local agencies and the efficiency with which the related duties have been discharged. The Governors' Full Board Meeting should also consider independent corroboration when available, such as inspection of records or feedback from external agencies including the LADO. The Governors will consider the proposed amendments to the Policy from both the DSLs and its own members, before giving the revised Policy its final approval. Detailed minutes recording the review by the Governors' Full Board Meeting will be made.

Authorised by	Sir David Wright On behalf of the Board of Governors
Date	1 st December 2016

Date of next review	December 2017 (or earlier as required)
Circulation	Governors / teaching staff / support staff / volunteers / parents / pupils [on request] Published on the School's website and available from the School Office on request
Status	Complies with the Education (Independent School Standards) Regulations 2014 (SI 2014/3283) and Keeping Children Safe in Education (September 2016)

Appendix 1 – Role of the Designated Safeguarding Leads (DSLs)

The DSL's are the first point of contact for parents, pupils, teaching and support staff, external agencies and any other parties in all matters of child protection (except in the case of allegations against staff, volunteers or governors where the procedures in Appendix 3 should be followed) and to provide support, advice and expertise on all matters concerning safeguarding.

In accordance with Annex B of KCSIE, the broad areas of responsibility for the DSL's are:

Managing Referrals

1. The DSL is expected to:
 - refer cases of suspected abuse to the local authority children's social care as required
 - support staff who make referrals to the local authority children's social care;
 - refer cases to the Channel programme where there is a radicalisation concern as required;
 - support staff who make referrals to the Channel programme;
 - refer cases where a person is dismissed or has left due to risk / harm to a child to the Disclosure & Barring Service and, where applicable, the National College of Teaching & Leadership; and/or
 - refer cases where a crime may have been committed to the Police, as required.

Work with others

1. Liaise with the Head to inform him/her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
2. As required, liaise with the Case Manager (see Appendix 3 of this policy) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
3. Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The DSL's and Deputy DSL have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments:
2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

Appendix 1 – Role of the Designated Safeguarding Leads (DSLs)

3. Ensure that all staff and volunteers (especially new and part-time) receive appropriate training in child protection so that they understand the School's Safeguarding and Child Protection Policy and procedure. Training records will be maintained by the Director of Human Resources.
4. Are alert to the specific needs of children in need³, those with special educational needs and young carers.
5. Are able to keep and monitor detailed, accurate, secure written records of concerns and referrals.
6. Understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
7. Be able to keep and monitor detailed, accurate, secure written records of children in the School who are subject to a child protection plan and ensure that this is maintained and updated as notification is received.
8. Be able to liaise with other professionals to ensure that children who are subject to a child protection plan are monitored.
9. Obtain access to resources and attend any relevant or refresher training courses,
10. Encourage a culture among staff of listening to children and taking account of their wishes and feelings in any measures the School may put in place to protect them.

Raising Awareness

The DSL's should ensure the School policies are known, understood and used appropriately. They will:

1. Co-ordinate the child protection procedures in the School. Ensure the School's Safeguarding and Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly working with the Governors to achieve this.
2. Ensure the School's Safeguarding and Child Protection Policy is available publically and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and of the role of the School in such referrals.
3. Link with the Cambridgeshire safeguarding children board to ensure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

The DSL will:

4. Inform social services in writing when a child who is subject to a child protection plan moves to another school and inform the new school of the child protection plan as advised by social services

³ Section 17 (10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

Appendix 1 – Role of the Designated Safeguarding Leads (DSLs)

5. Ensure that any relevant child protection files are received from a pupil's former school and/or transferred securely to a pupil's new school separately from the main pupil file (confirmation of receipt will be obtained).

Types of abuse

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

KCSIE defines the following types of abuse, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

KCSIE also acknowledges the following as specific safeguarding issues:

bullying (including cyberbullying);
children missing education (see below);
children missing from home or care;
child sexual exploitation (see below);
domestic violence; (see below)
drugs;
fabricated or induced illness;
faith abuse;
female genital mutilation (see below);
forced marriage; (see below)
gangs and youth violence;
gender-based violence / violence against women and girls (VAWG);
hate;
mental health (see below);
missing children and adults strategy;
private fostering;
preventing radicalisation (see below)
relationship abuse;
sexting; and
trafficking.

At The Perse the most relevant concerns relate to bullying (including cyberbullying), domestic violence, mental health (pupils and parents), neglect and sexting. Pastoral staff are trained to provide support to pupils and families in these areas.

- **Child Sexual Exploitation**

Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Signs of potential CSE:

- Going missing or regularly returning late
- Regularly missing school or opting out of education
- Appearing with unexplained gifts/possessions
- Associating with others involved in exploitation
- Older boyfriends/girlfriends

Reporting child sexual exploitation; in addition to the usual child protection concerns reporting, an extra risk assessment can be found at the end of the referral form to Children's Social Care. If there are concerns about particular locations or perpetrators; information is sent to the CSE team (CSEteam@cambs.pnn.police.uk).

- **Female Genital Mutilation**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. There is a range of potential indicators that a child or young person may be at risk of FGM which are considered below. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the [Multi-agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools

Specific factors that may heighten a girl's or woman's risk of being affected by FGM

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

Indications that FGM may be about to take place soon

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that **FGM happens to British girls in the UK as well as overseas** (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent:

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.

- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- Parents seeking to withdraw their children from learning about FGM.

Indications that FGM may have already taken place

It is important that professionals look out for signs that FGM has already taken place so that:

- the girl or woman affected can be supported to deal with the consequences of FGM
- enquiries can be made about other female family members who may need to be safeguarded from harm.
- criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and Children's Social Care.

FGM Mandatory Reporting Duty

There is a statutory duty on **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance [Mandatory Reporting of Female Genital Mutilation - procedural information](#) for further details about the duty.

Guidance published by the [Department for Health](#) also provides useful information and support for health professionals which will be taken into account by the School’s medical staff.

- **Forced Marriage**

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

Staff should speak to the Designated Safeguarding Lead if they have any concerns. Pages 32-36 of the [Multi-agency guidelines: Handling case of forced marriage](#) focus on the role of schools in detecting and reporting forced marriage and the Forced marriage Unit can be contacted on 020 7008 0151 or fmufco.gov.uk for advice and information.

- **Preventing Radicalisation**

All schools are subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The Government has defined extremism in the Prevent strategy as: “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces”. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent

duty is not intended to limit discussion of these issues. We are, however, mindful of our existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme following the procedures set out in section 27 of the Safeguarding and Child Protection Policy. The Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

The School has a separate policy on Preventing Extremism and Radicalisation

Details of the Prevent lead contact can be found in the Key School Contacts section at the front of this policy

Advice and support about extremism (including the Channel programme) is available from Cambridgeshire Police using the contact details included in the Key External Contacts section at the front of this policy of the Safeguarding and Child Protection Policy.

- **Children who go missing from School**

A child going missing from School is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation in accordance with this policy. More information can be found in this guidance [about children who run away or go missing from home or care](#) and in the School's Missing Pupils Procedures (Upper and Prep) and Missing and Uncollected Children Policy (Pelican).

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

This will assist the local authority to:

- (a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- (b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

The School shall inform the local authority of any pupil who:

- (a) fails to attend School regularly; or
- (b) has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

- School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about his / her welfare.
- **Mental Health:** A number of staff have been trained in mental Health First Aid by Mental Health England. The School is committed to promoting wellbeing and resilience alongside raising awareness of and eliminating the stigma attached to mental illness. Incidences of depression, self-harm and eating disorders have all risen in recent years in the UK and are all linked to poor mental health.

Advice for pupils and parents is available at:

<http://www.youngminds.org.uk/>
<https://www.mentalhealth.org.uk/a-to-z/e/eating-disorders>
<https://www.mentalhealth.org.uk/a-to-z/d/depression>
<https://www.mentalhealth.org.uk/a-to-z/s/self-harm>

- **Sexting:** The sending of an indecent image can be illegal. A person under 16 is committing an offence if they send an indecent image of themselves and someone passing this on is also distributing an indecent image of a child. The School seeks to protect children from sexting and the significant impact it can have.

Advice for pupils is available at:

<http://www.thinkuknow.co.uk>
<https://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>

Advice for parents is available at:

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

- **Domestic Violence:** Domestic violence is classified as “any incident of threatening behaviour, violence or abuse between adults who are or have been in a relationship together, or between family members, regardless of gender or sexuality”. Witnessing domestic abuse can seriously harm children and young people.

Helplines:

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

Advice:

<http://www.nhs.uk/Livewell/abuse/Pages/domestic-violence-help.aspx>
<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/>

Special educational needs and disabilities

The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's Learning Difficulties Policy and Disability Policy.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
- pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

Signs of abuse

Whilst no list can be comprehensive and vigilance is always required the following may be signs of abuse:

- The pupil says s/he has been abused or asks a question which gives rise to that inference;
- There is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
- The pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour;
- The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- The pupil's development is unexpectedly delayed;
- The pupil inexplicably loses or gains weight;
- The pupil's suffers a deterioration in their well-being;
- The pupil appears neglected, eg. dirty, hungry, inadequately clothed;
- The pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.

Other general signs of abuse may be if a pupil demonstrates:

- Deterioration in work
- Poor attendance at school
- Low self esteem
- Withdrawn
- Aggressiveness, anger, anxiety, tearfulness
- Extremes of passivity or aggression
- Fear of parents being contacted
- Running away
- Self Harm

The [Cambridgeshire Safeguarding Children Board](#) can provide advice on the signs of abuse and the DfE advice [What to do if you're worried a child is being abused \(March](#)

[2015](#)) provides advice in identifying child abuse. The [NSPCC](#) website is also a good source of information and advice.

All allegations that come to the School's attention and appear to meet the criteria set out below will be discussed with the Named Senior Officer or in their absence the LADO within one working day, before any further action is taken by the School following notification under paragraphs 2 to 5 below.

In cases of serious harm, the Police will be informed from the outset.

1. The procedures detailed in paragraphs 8 to 12 below will be followed where an allegation has been made that a teacher, the Head, volunteer, Governor or other member of staff has:

1.1 behaved in a way that has harmed a child, or may have harmed a child;

1.2 possibly committed a criminal offence against or related to a child; or

1.3 behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.

Any allegations not meeting the criteria will be dealt with in accordance with the Cambridgeshire Safeguarding Children Board's procedures. Advice from the LADO will be sought by the case manager in borderline cases.

All such allegations must be dealt with as a priority to avoid any delay.

Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

Reporting an allegation

The reporting requirements are set out below. In all cases, the member of staff making the allegation may consider discussing his / her concerns with the DSL and making a referral via him / her. The only circumstances in which this would not be appropriate is if the allegation is against the DSL.

2. The Perse Pelican School:

2.1 **Allegations against staff or volunteers of the Perse Pelican School** should be reported immediately to the Head of the Perse Pelican School who is also the DSL. If the Head of the Pelican School is absent, the allegation should be passed to the Head of the Upper School, or in his absence, the Bursar.

2.2 **Allegations against the Head of the Perse Pelican School:** If the allegation concerns the Head of the Perse Pelican School, the person receiving the allegation should immediately inform the Head of the Upper School, or in his absence, the Bursar, without notifying the Head of the Perse Pelican School first.

3. The Perse Prep School:

3.1 **Allegations against staff or volunteers** of the Perse Prep School should be reported immediately to the Head of the Prep School. If the Head of the Prep School is absent, the allegation should be passed to the Head of the Upper School, or in his absence, the Bursar. Where appropriate, the Head will consult with the DSL.

3.2 **Allegations against the DSL** of the Prep School should be reported to the Head of the Upper School or in his absence the DDSL (Bursar), or in their absence, the Nominated Governor. Where appropriate, the Head will consult with the DDSL (Bursar).

3.3 **Allegations against the Head of the Prep School:** If the allegation concerns the Head of the Prep School, the person receiving the allegation should immediately inform the Head of the Upper School, or in his absence, the Bursar, without notifying the Head of the Prep School first.

4. The Perse Upper School:

4.1 **Allegations against staff or volunteers** of the Upper School should be reported immediately to the Head of the Upper School. If the Head of the Upper School is absent, the allegation should be passed to the DSL or the DDSL (Bursar), or in their absence, the Nominated Governor. Where appropriate, the Head will consult with the DSL and the DDSL (Bursar).

4.2 **Allegations against the DSL** of the Upper School should be reported immediately to the Head of the Upper School. If the Head of the Upper School is absent, the allegation should be passed to the DDSL (Bursar), or in their absence, the Nominated Governor. Where appropriate, the Head will consult with the DDSL (Bursar).

4.3 **Allegations against the Head of the Upper School:** If the allegation concerns the Head of the Upper School, the person receiving the allegation should immediately inform the Nominated Governor, or in their absence the DDSL (Bursar) without notifying the Head of the Upper School first.

5. **Allegations against the DDSL (Bursar)** should be reported immediately to the Head of the Upper School. If the Head of the Upper School is absent, the allegation should be passed to the Nominated Governor.

6. **Allegations against Governors:** If an allegation is made against a Governor it should be reported to the Nominated Governor or in their absence the Head of the Upper School or the DDSL (Bursar), whichever is available. If the allegation is made against the Nominated Governor the allegation should be reported to the Head of the Upper School, or in his absence the DDSL (Bursar). He/she will liaise with the relevant authorities.

7. **The person taking action in accordance with the procedures in this Appendix is known as the “case manager”.**

8. **Disclosure of Information:** Subject to the remaining provisions of this paragraph the case manager will inform the person against whom the allegation has been made of the allegation as soon as possible after the Named Senior Officer and / or LADO has been consulted.

The parents or carers of the child(ren) involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon

and subject to the laws on confidence and data protection and the advice of external agencies.

Where the LADO advises that a strategy discussion is needed, or the police or Children's Social Care need to be involved, the case manager will not inform the accused or the parents or carers until those agencies have been consulted and it has been agreed what information can be disclosed.

The reporting restrictions preventing identification of a member of staff who is subject to such an allegation in certain circumstances will be observed.

9. Further action to be taken by the School: The School has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take appropriate action in accordance with Part 4 of KCSE and the School's employment procedures.

10. Malicious allegations: If an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's Policy on Behaviour and Discipline.

Where a parent has made a deliberately invented or malicious allegation, the Head will consider (in accordance with the School's terms and conditions) whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

11. Record Keeping: Full details of an allegation will be recorded on the employee's confidential personnel file, unless the allegation was found to have been malicious, in which case it will be removed from the employee's record. Allegations which are proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference. The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.

12. Ceasing to use staff: If the School ceases to use the services of any individual (whether employed, contracted, a volunteer or student) because they are unsuitable to work with children, no settlement / compromise agreement will be agreed and a referral to the Disclosure and Barring Service will be made **promptly** if the criteria set out in paragraph 1 of this Appendix are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

If any individual (whether employed, contracted, a volunteer or student) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral to the Disclosure and Barring Service will be made **promptly** if the criteria set out in paragraph 1 of this Appendix are met.

The Perse School
Policy on Safeguarding and Child Protection
Appendix 3 – Procedures for Dealing with Allegations against Teachers, the Head, Volunteers, Governors and other Staff

Consideration is given by the Head of the Upper School as to whether a referral to the National College for Teaching and Leadership (NCTL) should be made where a teacher has been dismissed, (or would have been dismissed had he / she not resigned) and a prohibition order may be appropriate because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction at any time for a relevant offence'. Advice about whether an allegation against a teacher is sufficiently serious to refer to the NCTL can be found in [Teacher misconduct: the prohibition of teachers \(October 2015\)](#). Further guidance is published on the [NCTL website](#).