

SAFEGUARDING POLICY

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Safeguarding Children

The school, as a paramount aim, seeks to safeguard all pupils in its care. This policy applies to all children including EYFS. It is in accordance with Trafford's interagency procedure. (When the policy refers to 'Trafford' it means TSCB, Trafford Safeguarding Children's Board.) Our policies and procedures have regard to:

- KCSIE (September 2021)
- Non statutory interim supplement to KCSIE: Safeguarding and remote education during Coronavirus (Covid-19).
- Disqualification under the Child Care Act 2006 (September 2018)
- What to do if you are worried a child is being abused (March 2015)
- Information sharing (2018)
- Prevent Duty Guidance for England & Wales (April 2021)
- The Prevent Duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- Working together to Safeguard Children
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021)
- Schools Covid-19 Operational Guidance (August 2021)
- Actions for early years and childcare providers during the Coronavirus (Covid-19) outbreak August 2021

Hale Prep operates safe recruitment procedures (including DBS checks, overseas checks and compliance with Independent School Standards Regulations), provides the required staff training (currently every two years for designated persons) and ensures that all staff, including part-time, who work with children are made aware of the school's Child Protection Policy and procedures.

As stated in (KCSIE September 2021) safeguarding and promoting welfare of children is defined as "protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes." 'Children' includes everyone under the age of 18.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals 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. If staff have any concerns about a child's welfare, they should act on them immediately. They should follow this policy and inform the DSL (or deputy) with immediate effect. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to Trafford Children's First Response Team (TCFRT) (and if appropriate the police) is made immediately.

A number of basic steps have been taken by the school to help achieve this end:

- (i) The headmaster is responsible for all school procedures and annual review of policies in this area. He has attended a number of appropriate courses. As a magistrate specializing in family matters he possesses considerable experience in this area. There is a Designated Safeguarding Lead (DSL), also including responsibility for EYFS, Kath Busby, Deputy Head. This person has received the required training. The officer, supported by a second member of staff, Kirsty Leyland, who has received the

same training as the DSL and also has responsibility for EYFS, is directly responsible to the head. The senior board to take responsibility for safeguarding leadership is comprised of Mr J Connor, Mrs Busby and Mrs Leyland.

- (ii) All the staff are aware of their responsibilities in this area. All have attended appropriate courses both external and in-house. The most recent, inhouse training in September 2021, an inset course conducted in the school 4th September 2017, radicalisation awareness in November 2015 and E-safety training September 2016. Mrs Busby has attended Prevent Course on 24th November 2016 and both Mrs Busby and Mrs Leyland have completed the on-line general awareness training module on Channel. Mrs Leyland attended the Advanced Safeguarding Course Level 4 on 8th November 2019 and Mrs Busby in March 2020. Mrs Busby is responsible for accessing the risk of children being drawn into terrorism. Prevent training for all staff took place in October 2017.
- (iii) Staff are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff will discuss early help requirements with the DSL and will contact other agencies if required.
- (iv) All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
- (v) The staff have been made aware that child abuse encompasses a wide range of possible activities including physically inflicted injuries, but not exclusively so since abuse of children is not always as obvious as a bruise or slap mark. There is a list of indicators of which the staff is fully aware.
- (vi) The school adopts a zero tolerance approach to sexual violence and sexual harassment.

(a) 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.

(b) Physical Abuse

This is defined as 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.

Signs of concern can be:

- Unexplainable repeated bruises.
- Burns/scalds
- Bite marks
- Any unexplainable marks on a child's body.

(c) Neglect

This is defined as 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.

Inattention given to the children in the areas of medical, educational, stimulation, environmental, nutritional, physical or emotional need.

- Obvious signs of physical neglect include underweight, dirty, hungry.
- More relevant to Hale Prep is the danger of emotional neglect. See below.

(d) Emotional Abuse

This is defined as 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.

- use language, act in a way or know about things that you wouldn't expect them to [know for their age](#)
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.

(e) Sexual Abuse

This 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. 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.

Some indicators of sexual abuse are:

- Acting out in an inappropriate sexual way with toys or objects
- Nightmares, sleeping problems
- Becoming withdrawn or very clingy
- Becoming unusually secretive

Child on Child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex and within intimate personal relationships between peers. A group of children may sexually assault or sexually harass a single child or a group of children. Nothing of this nature has ever been reported at Hale Prep, yet all staff are advised to maintain an attitude of “it could happen here”. The school adopts a zero-tolerance approach.

Abuse that occurs online or outside of school will be treated as seriously as if it happened in school. Both sexual violence and sexual harassment can occur online and face to face (both physically and verbally) and are never acceptable.

Any issues will be reported directly to the DSL and will be dealt with by either:

- Internal management
- Early help
- Referral to LADO
- Referral to the police.

Everything will be recorded and kept safely in the DSL’s office.
Further information can be found in KCSIE 2021 Part 5.

(f) Female Genital Mutilation

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. Potential indicators can be found in the Multi-Agency Practice Guidelines.

(g) Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There are a number of behaviours which any indicate a child is at risk of being radicalised or exposed to extreme view. These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance accord with the group.
- Increase in prejudice-related incidents committed by that person – these may include physical or verbal assault, refusal to co-operate or attempts to recruit to prejudice-related organisations.

Incidents involving radicalisation have not occurred at Hale Prep to date however it is important for us to be constantly vigilant.

(h) Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into

taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Further information about CCE including definitions and indicators is included in Annex B KCSIE (2021)

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, Further information can be found in KCSIE (2021) paragraph 36.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

39. Further information about CSE including definitions and indicators is included in Annex B KCSIE (2021).

(i) Honour Based Abuse (HBA)

So-called 'honour-based' ABUSE (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alerted to the possibility of a child being at risk of HBA, or already having suffered HBA.

Indicators

There are a range of potential indicators that a child may be at risk of HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

(j) Sexting

'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Whilst this has not happened at Hale Prep, all staff must remain vigilant. If such a thing does happen then the same procedures will be followed where there is a concern about a child. TCFRT will be contacted immediately if a child is considered to be in any danger.

(k) Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

(l) Serious violence

All staff should be aware of 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 a significant change in wellbeing, or signs of assault or unexplained injuries. 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.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance⁹.

(m) 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

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse Signs Symptoms Effects

Refuge what is domestic violence/effects of domestic violence on children

Safelives: young people and domestic abuse

Realistically in the school possible areas of abuse might be narrowed – possible physical abuse and emotional abuse might be the areas of major concern. Having stated that, the staff is acutely aware of all forms of abuse. If an allegation is made against a member of staff, the procedures set out in policy A4 (Complaints Against a Member of Staff) will be followed.

Children with SEN

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

Vigilance will be taken with this group of children.

The DSL and DDSL are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Specific Safeguarding Issues

Behaviours linked to the likes of alcohol abuse, drug taking and sexting put children in danger. Expert and professional organisations are best placed to provide up to date guidance and practical support on specific safeguarding issues. The following websites and telephone number can be used for specific safeguarding information:

www.nspcc.org.uk 0808 0280285

www.childline.org.uk 0800 1111

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

Parental consent is not required for referral to statutory agencies.

Police: 101

FGM helpline: 0800 028 3550

GMP Prevent Engagement Officer: Kim Parkinson 07900 709270

Anti Terrorism Hotline: 0800 789 321

Dfe dedicated helpline for non-emergency advice (Prevent) : 020 7340 7264 /
counterextremism@education.gsi.gov.uk

If there is a missing child at the school, the guidelines in the Missing Child Policy (E9) will be followed.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside the school. All staff will consider the context when such behaviours/incidents occur. Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their welfare.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Internet Safety

Hale Prep has "ESET End Point Security" installed on all of its computers to combat any possible virus. It also has Censornet SWG to filter and monitor any inappropriate content, to fulfil all of the school's safeguarding obligations. This is updated every evening. This will keep children safe from terrorists and extremist material when accessing the internet through the school system. The computers are never used unless supervised by a teacher. The monitoring of this system is carried out by the ICT teacher on a daily basis as the screens are all open to teacher supervision. (The computer technician checks the filters at least once a term and makes a note to confirm they are in place.)

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout

childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy.

Further information can be found by the department which has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools.

Teaching children how to keep safe:

Children are taught about safeguarding, including online through the ICT curriculum and ethics/PSHEE. All lessons are age appropriate and are planned within the curriculum. Children understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalize other people, especially children, young people and vulnerable adults. They are helped to build up a resilience to these risks. The latest resources are:

- The use of social media for on-line radicalisation
- The UK safer Internet Centre (www.saferinternet.org.uk)
- CEOP's Thinkyouknow website (www.thinkyouknow.co.uk)

Course of Action if abuse is suspected:

- i. If the member of staff suspects abuse of any nature (including radicalization) there is an informal meeting with the Designated Safeguarding Lead (DSL). Members of staff should not investigate reports or suspicions, but immediately inform the designated teacher. The concern will be noted and will be placed in the safeguarding folder. The head is informed immediately, or at least within one working day. Please see appendix 5 for a flow chart to explain our thresholds.
- ii. If radicalisation is suspected, Kim Parkinson (Prevent Engagement Officer) will be contacted for advice on how to proceed, which could include Channel or Children's Social Care.

All allegations or disclosures of abuse will be referred by the DSL to TCFRT immediately and in any case within one working day, for advice before any investigation takes place. In all borderline cases following an allegation or even suspicion of abuse, it is good practice to contact TCFRT. The LADO for Trafford is Anita Hopkins (0161 912 5024). The school would then follow the advice and guidelines given.

- iii. If FGM appears to be carried out the DSL or head teacher will report to the police. It is mandatory to report to the police any case where an act of FGM appears to have been carried out. The case could still involve children's social care as appropriate.
It is the teacher's responsibility to report to the police if they do not pass to the DSL/head teacher or if the DSL/head teacher do not report to the police.
- iv. The school communicates readily and immediately with TCFRT whenever a disclosure has been made.
- v. At all stages written records will be made and recorded in the safeguarding folder.
- vi. Confidentiality must not be promised to a pupil making a disclosure.

- vii. Along with all staff the DSL must listen and not ask leading questions.
- viii. In case of serious harm Police would be informed from the outset.
- ix. These procedures will also be followed when dealing with abuse by one or more pupil against another pupil when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Any such abuse will be referred to the local authority as a child protection concern.
- x. If, at any point, there is risk of immediate serious harm to a child, a referral will be made to Trafford immediately. Anybody can make a referral to external agencies. Trafford Children's Services General Enquiries (office hours) 0161 912 5125, Child Protection Referral (office hours) 0161 912 5124, Out of Hours Emergency Duty Team, 0161 912 2020, Childline 0800111, NSPCC 0808 800 500.
Where a child needs additional help and support TCFRT will be contacted to use a multi-agency approach.

Course of action for cause of concern (no abuse suspected)

If a child is unhappy and a member of staff has a concern about a child or a child is in need of additional support from one or more agency (not a form of abuse) the following steps will be taken:

- (i) The form teacher, or the teacher involved, will note the issue in the purple folder which is kept confidentially by one form teacher in each year. If possible, the form teacher will deal with the issue and will keep a record of the outcome in the purple folder. This will enable any patterns of behaviour to be highlighted.
- (ii) If the form teacher feels concern for the child then the member of staff would have an informal meeting with the DSL. The concern will be noted and will be placed in the safeguarding folder. The head is informed immediately or at least within one working day.
- (iii) If possible the DSL will have and record an informal chat with the child. The information will be shared with the headmaster.
- (iv) If deemed appropriate the headmaster will have and record an informal meeting with the parents.
- (iv) The DSL will continue to monitor the situation. If abuse of any kind is suspected at any stage then TCFRT will be contacted immediately for advice. The school would then follow advice and guidelines from TCFRT.

Please note, children who have suffered, or are likely to suffer, significant harm will be reported directly to the LADO and then children's social care. Where a child is in need of additional support from one or more agency, the LADO will be contacted and in turn should lead to inter-agency assessment using local processes including the use of (CAF) "Common Assessment Framework" and (TAC) "Team around the Child" approaches.

Inter-agency working

Hale Prep will work openly with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. This is a link to Trafford threshold levels <http://www.tscb.co.uk/docs/Threshold-Table-V2.pdf>

Child Missing From Education

A child going missing from education is a potential indicator of abuse or neglect. The headmaster will inform Trafford of any pupil who fails to attend school regularly or has been absent without the schools permission for a continuous period of 10 school days or more.

Hale Prep will inform Trafford of any pupil who is going to be deleted from the admissions register where they:

- leave (or join) at a non-standard transition point i.e. any child who leaves before the end of year 6 (or joins after reception).
- Have been taken out of school to be home educated.
- Have ceased to attend school and no longer live within reasonable distance of the school
- Have been certified by a medical professional to be in a fit state of health to attend school before ceasing to be of compulsory age, and Hale Prep is not aware of an intention to continue to attend school.
- Are in custody for a period of more than four months due to a final court order and the headmaster does not reasonably believe they will be returning to school at the end of that period.
- Have been permanently excluded.

Operation Encompass

Hale Prep has enrolled in Operation Encompass which has been launched by Trafford to address a shortcoming in the early sharing of information within schools. Its vision is to safeguard children and young people who are affected by domestic abuse by ensuring that appropriate services are made aware of an incident at the earliest possible opportunity. If the police attend an incident of domestic abuse at one of our families, the next day they will send an email to Hale Prep School and will follow up with a phone call. The Safeguarding Officer will then review the information, assess the risk and will then develop a working strategy. All records will be kept securely in the safeguarding folder in the downstairs office.

Safer Recruitment and Training

Hale Prep creates a culture of safer recruitment, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children. The school operates safe recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the document KCSIE (2019). All necessary checks are carried out on members of staff including dining room assistants and playground assistants. (The school will ensure that appropriate checks have been made on the employees of any organization that have responsibility for the school's pupils away from the school site.) The level of DBS certification required, and whether a prohibition check is required depends on the role and duty of the applicant. Mr John Connor has completed safer recruitment training and will always lead the interview process.

For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In addition to obtaining a DBS certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching, using Teacher Services's systems. Overseas checks are undertaken where necessary, including from countries in the European Economic Area (EEA) who will be carrying out 'Teaching work' are subject to a check carried out by using the (TRA) Teacher Regulation Agency. Regulated Activity is defined in KCSIE (2021).

For all other staff who have an opportunity for regular contact with children who are not engaged in regular activity, an enhanced DBS certificate, which does not include a barred check list is appropriate.

For all new appointments the following will be checked:

- Identity
- References – references should always be obtained from the current employer. If there is no current employer, verification of the most recent period of employment and reasons for leaving should be obtained. References should be from a senior person with appropriate authority. Information provided directly by the candidate should be verified. References received electronically will be verified that they have come from a legitimate source.
- Previous employment history
- Enhanced DBS (including barred list for those in regulated activity)
- Obtain a separated barred check if an individual worked in regulated activity before DBS is available.
- Verify the candidates mental and physical fitness.
- Verify the person's right to work in the UK. (Follow advice from GOV.UK website).
- If the person has lived or worked outside of the UK make further checks.(Including the EEA where appropriate).
- Verify personal qualifications as appropriate.
- From September 2015 for those engaged in management roles an additional check is required to ensure they are not prohibited under section 128 provisions. From May 2018, this check will be carried out for any internal promotions to management. Retrospective checks do not need to be carried out.
- Teacher prohibition order check using Teacher Service's system.
- Disqualification under the Child Care Act. Staff who work with children in Reception, before school or after school are required to self-declare that they are not disqualified. Due to the nature of our school, all teaching staff will be required to do this as any member of staff can be required to teach reception. Many staff also run clubs before and after school. This will be recorded on the SCR.
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The grounds for disqualification include, in summary:

- being on the DBS Children's Barred List;
- being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad;
- being the subject of certain other orders relating to the care of children;

- refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering;

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs.

All of this information is kept confidentially in each staff member's folder. The information is also kept centrally on the Single Central Register.

(Please see Recruitment Policy for further details)

By definition, a person who is disqualified cannot lawfully do the work from which they are disqualified. If a person is found to be disqualified then pending resolution they will be removed from the work from which they are or maybe disqualified. If an individual is found to be disqualified, subject to assessing the risks and taking advice from the LADO there is scope in principle to redeploy them with other age groups.

Staff will be reminded annually at the staff meeting in September of their duties to disclose relevant information.

If a member of staff falls within one of the disqualification criteria the head master will inform Ofsted. Staff will then be informed by the headmaster that they can apply to Ofsted for a waiver of disqualification (including by association), unless they are barred from working with children.

During their induction by Kath Busby, all new staff, including temporary, are provided with:

1. Safeguarding training from Kath Busby or Kirsty Leyland
2. A copy of the Safeguarding Policy – including information about the identity and role of the DSL and DDSL, whistle blowing procedures, staff code of conduct, e-safety policy and ICT acceptable use Policy – staff.
3. A copy of Part 1 KCSIE including Annex A.
4. Fire Precaution and Prevention policy
5. Health and Safety Policy.
6. Bullying Policy.
7. Concerns and Complaints Policy
8. Discussion about disqualification.
9. Teachers Handbook.
10. E-safety
11. Equal Opportunities Policy
12. Behaviour Policy

The school will make a referral to the DBS as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from working within regulated activity, which could include being suspended, or is redeployed to work that is not regulated activity (whether employed, contracted, a volunteer or student). The DBS referral criteria will be met by informing that they have caused harm or posed a risk of harm to a child. The school accepts full responsibility to fulfil all safeguarding and welfare issues.

The school will also consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed if he/she had not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction,

at any time, for a relevant offence'. Further information can be found in Teacher Misconduct: the prohibition of teachers (October 2015). Further guidance is also published on the TRA website.

Parents

All parents were invited to an E-safety workshop on Thursday 19th April 2018. This covered:

- What e-safety is.
- What we need to do to keep our children safe online.
- What is your responsibility as a parent.
- Types of abuse – grooming, cyber bullying.
- What is safeguarding.
- Fun and interactive ways to stay safe online.
- Importance of filtering, restricting and monitoring content.

This will be offered to parents on a 3 year rolling program.

Physical contact/restraint

There is immense emphasis on how the pupils should be treated. Naturally there is a total absence of all forms of corporal punishment. The school's policy on corporal punishment is known to all members of staff. That physical intervention can only be deployed if there is immediate danger of personal injury, danger to property or a person, including the child.

The education and Inspections Act 2006 confirms the right to use 'such force as is reasonable' for the purpose of preventing a pupil from:

- Committing an offence
- Causing injury to, or damage to the property of, any person (including themselves)
- Prejudicing the maintenance of good order and discipline.

Any serious episodes of misbehaviour or restraint must be referred to the Headteacher as soon as possible. A strategy will be put in place to support the pupil. The parents will be informed on the same day, or as soon as possible. This will be recorded by the Headteacher or Kath Busby and will be kept in Mrs Busby's office. Corporal punishment is not used or threatened at Hale Prep.

Staff should:

Use their voice first: verbal instructions should be given before any physical intervention.

Use force only when necessary to resolve the incident: this should be minimal force required, lasting for the shortest practical time – the purpose should be restraint and the reduction of risk. Children and staff will never be locked in a room. This is potentially illegal.

Nevertheless a disciplined ethos pervades the school – expectations of good behaviour are high and the pupils respond. Any unacceptable behaviour will be reported to the head. If necessary parents will be involved at an early stage.

Rather than dwell on the negative there is a whole range of positives which serve to enhance each child's emotional development. Pupils or staff will never be locked in rooms for any reason. Parents are not encouraged to use corporal punishment on their children for misbehaviour occurring in school.

Training

- The school is committed to supporting and training all staff in matters of child protection. The staff receive regular safeguarding updates as required, but at least annually in September to provide them with the relevant information to safeguard children.
- The Designated Safeguarding Lead and deputy will regularly attend training (at least every two years).
- The staff will be reminded on an annual basis every September about their duties to disclose, taking regard of the Safeguarding Policy.
- All staff, including part-time, temporary and voluntary staff who work with children, are made aware of the school's child protection policy/safeguarding policy, the staff code of conduct/behaviour policy/ E-safety policy, acceptable use of ICT Policy (Staff), Annex A KCSIE, who the DSL is and are given a copy of Part 1 of KCSIE.
- Each time Part 1 of KCSIE (including annex A) is updated all teaching staff and kitchen staff will be emailed a copy. They will sign and confirm that they have read, understood and received an update. Staff will also be briefed about the changes during a staff briefing.
- Appropriate checks are made on suitability of visiting speakers by Mrs Taylor and are always accompanied by a member of staff.
- The policy will be reviewed at least annually and any deficiencies or weaknesses will be remedied without delay.
- Mrs Busby last attended training in March 2020 and Mrs Leyland last attended training in November 2019. This will be renewed every 2 years, or before.
- Training (including Prevent) for all staff took place on 1st September 2020.
- On-line safety training for all staff took place in September 2021.
- Mrs Bussy and Mrs Leyland have both completed online prevent training. Whole staff prevent training took place on 1st September 2020.
- New staff will be given the policies at induction and any queries will be handled by Mrs Busby.

(Currently the Designated Safeguarding Leads are Mrs K Busby (lead) and Mrs K Leyland, including EYFS.)

Disclosure and Barring Service

Hale Prep is committed to reporting to the DBS promptly when an employee leaving the school (whether employed, contracted, or a student) whose services are no longer used

because he or she is considered unsuitable to work with children. Hale Prep fulfils its legal duties to respond to and requests from the DBS for information they already hold.

Hale Prep will make a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or “a conviction, at any time, for a relevant offence”. Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to an TRA referral.

Volunteers

Hale Prep does not have any regular volunteers in school. Any visiting speakers are always accompanied by a member of staff. Appropriate checks are also made on the suitability on visiting speakers. This will be done on an individual basis. An internet search will often suffice as visitors are never left alone. Mrs Taylor will undertake these searches on volunteers and will record them in a folder. If any volunteers started at Hale Prep a risk assessment would be carried out and recorded to see if a DBS should be taken out. Currently this is not necessary.

Looked after children

The school currently does not have any looked after children. If in the future we do then Kath Busby would have the responsibility for their welfare and progress. She would work closely with Trafford, parents and carers.

Multi-agency working

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. The head teacher along with the DSL and deputy will ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. The school will attend meetings and will support any safeguarding issues which may arise.

7) Information sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child’s needs, the school recognises the importance of information sharing between practitioners and local agencies. The school will be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children’s social care.

The school is aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

All staff particularly the DSL and deputy have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Where in doubt Hale Prep will seek independent legal advice.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further details on information sharing can be found:

- in Chapter one of *Working Together to Safeguard Children*, which includes a myth-busting guide to information sharing.
 - at *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers*. The seven golden rules for sharing information will be especially useful
 - at *The Information Commissioner's Office (ICO)*, which includes *ICO GDPR FAQs* and guidance from the department
- in *Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR*.

8) Inspection

Since September 2021, Ofsted's inspections of early years, schools and post-16 provision are carried out under: Ofsted's Education Inspection Framework. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.

In addition to the framework and inspections handbooks, Ofsted publishes specific guidance to inspectors on inspecting safeguarding: *Inspecting safeguarding in early years, education and skills setting*.

The Independent Schools Inspectorate (ISI) is approved to inspect certain independent schools, and will also report on safeguarding arrangements.

Children requiring mental health support

Kath Busby is the senior mental health lead role at Hale Prep school, supported by Christine Hope. All staff, however, have a responsibility for the mental health of the children at Hale Prep. Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. Kath Busby completed training in August 2021.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

If any child shows signs of mental health issues, then the:

- DSL/deputy will be informed immediately. All notes will be recorded in the concerns folder.
- The DSL/deputy will have a meeting with the child to investigate further. If deemed necessary, then notes will be placed in the safeguarding folder.
- If appropriate, parents will be informed about the situation and will be asked in for an informal meeting.
- If necessary, outside agencies will be referred to for further advice and guidance.

The Department has published advice and guidance on Preventing and Tackling Bullying, Mental Health and Behaviour in Schools. The Mental Health and behaviour in Schools guidance sets out how schools can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils. This guidance will be used if necessary.

COMPLAINTS MADE AGAINST MEMBERS OF STAFF

Introduction

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

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

Allegations that might indicate a person would pose a risk of harm

- Managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children school. Where it is alleged that anyone working in the school or that provides education for children under 18 years of age, including supply teachers and volunteers has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside school, that might make an individual unsuitable to work with children, this is

known as transferable risk. Advice from the LADO would be requested to assess the transferable risk towards the children at school.

An allegation of such seriousness would normally be made directly to the headmaster; but if another member of staff is told first, he/she will ensure that the headmaster is informed immediately. Please note that any low level concerns about a member of staff should be reported directly to the Headmaster.

If the headmaster is unavailable – or is involved – a deputy head should be told at once.

If an allegation is made against a member of staff, the quick resolution of that allegation must be a clear priority to the benefit of all concerned. The following definitions will be used to determine the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation.
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- **False:** there is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

There are two levels of allegations:

- Allegations that may meet the harms threshold
- Allegations/concerns that do not meet the harms threshold (low level concerns).

1. **Allegations that may meet the harms threshold**

These are allegations that might indicate that a person would pose risk of harm if they continued to work in their present position, or in any capacity with children in a school.

Advice, as always stated in KCSIE 2021, where it is alleged that anyone working in a school, including supply teachers and volunteers, has:

- Behaved in a way that has harmed a child
- Possibly committed a criminal offence against, or related to, a child.
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children (including transferable risk).

2. **Allegations that do not meet the harms threshold**

A low level concern is 'any concern' – no matter how small and even if no more than causing a sense of unease or 'nagging doubt' than an adult working in the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate contact outside of work.
- Does not meet the allegations threshold or is otherwise not considered serious enough to be referred to LADO.

These behaviours can exist on a wide spectrum, from inadvertent to that which is ultimately intended to enable abuse. They include, for example:

- Being over friendly with the children
- Having favourites

- Engaging with children on a one to one basis in a secluded area.

Anonymous Allegations

If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. Where the allegation names the member of staff, but not the pupil, we will normally interview the member of staff and ask for his/her version of events. A record would be kept on the individual's personal file.

The procedure for when the allegation meets the harms threshold

We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. The procedures for dealing with allegations will be applied with common sense and judgement. We undertake to:

- Take any allegations of abuse involving a member of staff very seriously.
- Establish the facts before jumping to any conclusion.
- All allegations are to be reported straight away to the headteacher.
- In the absence of the head, Mr M Connor or Mrs K Busby is to be informed.
- All allegations or disclosures of abuse which meet the harms threshold will be referred to the LADO immediately and in any case within one working day, for advice before any investigation takes place. In borderline cases a discussion can be held informally with the LADO and without naming the individual.
- If the head or deputy head may want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence the headmaster/deputy head should discuss the allegations with the LADO in order to determine whether police involvement is necessary.
- Hale Prep do not have any supply staff.

The next step

A formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, the headteacher will always discuss the allegations with the LADO. The LADO and the headteacher will work together to discuss further action. The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern. In which case this decision and a justification for it should be recorded by both the headteacher and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The headteacher should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

The headteacher should inform the accused person about the allegation as soon as possible after consulting the LADO. It is extremely important that the headteacher provides them with as much information as possible at the time. However, where a strategy discussion is needed, police or children's social care services need to be involved. The headteacher should not inform the accused until those agencies have been consulted, and have agreed what information can be disclosed to the accused. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step.

Every effort will be made to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the Dfe/TRA publish information about an investigation or decision in a disciplinary case.

The LADO is Mrs Anita Hopkins (0161 912 5024)

Any concerns about the headteacher should be made directly to the LADO, Mrs Anita Hopkins. The headteacher will not be informed.

Support for the pupil

Our priority is to safeguard the young people in our care. We will give all the support we can to a pupil who has been abused. The headmaster, together with the school's designated child protection officer, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents or guardians.

Suspension

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

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

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

- Keep an open mind until a conclusion has been reached.
- Interview a member of staff before suspending him or her.
- Keep him or her informed of progress of the investigation.

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend or Trade Union representative. The employee will be given Senior Designated Teacher as a named contact.

Alternatives to Suspension

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

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

If the member of staff resigns

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. The school's policy would be to complete every investigation into allegations of child abuse.

Length of investigatory process

We recognise that everyone's interests are served by completing any investigatory process as swiftly as possible. Hale Prep School is a small community and we will aim to spend as little time as is compatible with fair and impartial processes on the investigatory process. We would expect almost every case to be completed within one month.

Referral to the Disclosure and Barring Service (DBS)

Like all schools, we have a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the Disclosure and Barring Service (DBS). Hale Prep will inform the DBS promptly should an individual's dismissal or resignation be because he or she has been considered unsuitable to work with children. Reports concerning members of staff or volunteers are normally made by the designated child protection officer. If the designated child protection officer is involved, the report is made by the headmaster. If the headmaster is involved, the report is made by the assistant head. The DBS referral helpline can be contacted on 01325 953795.

Referral to Teaching Regulation Agency (TRA)

Where a referral has been made to DBS, it is not necessary for a referral to be made to TRA, however, as good practice Hale Prep will inform the TRA. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an TRA referral. Where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate we will consider making a referral to the TRA. The reasons such an order would be considered are "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Telephone number for TRA is 01332 372337 Further guidance is published on the TRA website.

Recording allegations of abuse

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

The procedure for when the allegation is a low level concern (does not meet the harms threshold)

- Low level concerns will be reported directly to the headmaster or deputy head.
- The headmaster/deputy will record all low level concerns in writing. It will include:
 1. details of the concern
 2. the context in which it arose
 3. evidence collected by the DSL
 4. the decision categorising the type of behaviour
 5. action taken
 6. the rationale for decisions and action taken
 7. the name of the individual sharing any concerns (respecting any wish to remain anonymous as far as possible).
- The records will be kept confidentially and held securely in the head's office to comply with the Data Protection Act 2018 and the UK GDPR
- Further advice will be sought from KCSIE if it is required.

HANDLING UNFOUNDED OR UNSUBSTANTIATED ALLEGATIONS

The child

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

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

The member of staff

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

Allegations of abuse of a child who is not a pupil at the school

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

Allegations involving the head Deputy Head or child protection officer

Mrs Kirsty Leyland (Assistant Head) should be told at once by a member of staff of any allegations involving the headmaster. The headmaster will not be informed. Kirsty Leyland will make immediate contact with the LADO to discuss the allegation, consider the nature, content and context of the allegation and an agreed course of action including any involvement with the police. Discussions will be recorded in writing and communication with both the individual and the parents of the child/children agreed. The headmaster will normally take leave for the duration of the investigatory process, and one of the deputy heads will be made acting head until the conclusion of the investigation and resolution of the issue. Due to the family nature of the management team, if an allegation is made about the Child Protection Officer or Deputy Head (Mr M Connor), the same process would take place.

The Headmaster would be made acting designated child protection officer until the conclusion of the investigation and resolution of the issue but the Assistant Head would lead the investigation. The Headmaster would be informed at each stage.

EYFS

This policy applies to all pupils including EYFS. The named practitioner in EYFS is Rebecca Naylor.

School Access and Visitor Control

- i. There is only one entrance to the school grounds. The rear entrance is kept permanently locked.
- ii. The school is completely surrounded by fencing, bushes and railings making it extremely difficult for entry.
- iii. Entry is by way of electronic gate and buzzer. Controls are in the secretary's, the head's and the upstairs offices.
The school office is clearly labelled.
- iv. Entrances are covered by CCTV and all is recorded.
- v. Once into the school, visitors are met by the secretary, or in the case of prospective parents and current parents, by the head or Kath Busby (Deputy Head).
- vi. Visitors are required to sign the visitors' book and are escorted at all times. They are given a visitor's badge. On signing in, their ID will be checked by the secretary and they will be shown the fire procedures. Parents are not required to sign the visitors' book, in part because they are escorted at all times and in part because they are known to the staff.
- vii. Deliveries are usually made before school, e.g. food deliveries. All other deliveries are monitored by the secretary and the persons delivering are escorted by the secretary at all times.
- viii. Both at the commencement of the school day and at the end of the school day, senior members of staff are in the playground and at the school gate.
- ix. All the staff are aware of the above policy and all members of staff have been trained to greet and challenge strangers. If members of staff have reservations, then the head or deputy head (discipline) should be contacted.
- x. Pupils are unable to allow access to strangers.
- xi. All fencing etc. is checked half termly during check lists and recorded in the file located in the school office.

Parents and Carers

Parents must buzz from the gate to be allowed into school. They will go straight into the office where the secretary will deal with the issue. If they need to go into a classroom they will always be accompanied by the secretary or another member of staff.

Pupils

Pupils are taught about safeguarding. The Assemblies cover issues of safety on a regular basis. Visitors cover subjects like fire safety, bullying, cyber bullying; the children experience cycling proficiency and crucial crew as well as sex and relationship education. E-Safety is

taught from year 3 in ICT, beginning with spam emails all the way through to social networking in year 6.

Representatives from the NSPCC visit Hale Prep once every 2 years to deliver assemblies to both KS1 and KS2 (children) as well as workshops to year 5 and year 6. These assemblies and workshops provide the children with an understanding of bullying and abuse.

Risk Assessment

Risk assessments are carried out of the school grounds and are recorded in the school office. A check list is also completed on a half-termly basis, also kept in the school office.

Recording

All records about Child Protection and S.E.N. issues are kept in secure, confidential files by the Child Protection officer and S.E.N. coordinator respectively. The Child Protection folder is kept in a locked draw in the office in the basement.

Records should be kept by anyone dealing with a child when there are concerns about the welfare of that child, e.g. poor attendance, appearance and dress, changed behavior or unusual behavior, health and emotional well-being of the child, deterioration in educational progress, any discussion with parents about the concern, the response of parents to you and the child and home conditions.

All records and subsequent reports should be factual, non-judgmental, clear, accurate and relevant.

Incidents

Serious incidences of poor behaviour, e-safety concerns, racist and bullying incidents are all logged in the folders which are kept in Mrs Busby's office downstairs.

Whistle Blowing

Hale Prep School will not tolerate malpractice in any form, we seek to conduct business honestly and with integrity at all times. By encouraging a culture of openness and accountability within the school, we believe that we can maintain this standard at all times.

Please see the attached appendix 6 for whistleblowing procedures.

General guidance can be found at- Advice on whistleblowing

- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Photographing and mobile phones

Appendix 3

Equal Opportunities

This policy applies to all regardless of gender, race or any disability.

Peer on peer abuse.

Staff are made aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. Through staff meetings and training staff recognise the indicators and signs of peer on peer abuse and know how to identify it, respond and record it. There is a zero tolerance at Hale Prep School.

Staff are aware that even if there are no reports in school or it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead.

Staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

For further information about sexual violence see Annex B.15 (KCSIE 2021)

Staff are clear as to the school’s policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Procedures for dealing with abuse by one or more pupils against another pupil

All peer on peer abuse will be dealt with in the same way, regardless of race and gender. The risk of peer on peer abuse is minimized at Hale Prep due to the small class sizes and supervision of children at playtime and lunchtime as well as thorough teaching about online safety.

- Staff should refer the pupil immediately to the DSL, Kath Busby.
- If appropriate, immediate medical treatment/advice to be sought.
- The DSL will listen to the child, make a written record of the incident, identify evidence and seek witnesses. The evidence will be recorded appropriately in the safeguarding folder. A comprehensive account of the concern will be recorded, details of how the

concern was followed up and resolved as well as notes of any action taken, decisions reached and the outcome. Naturally everything will be dated as and when it is recorded.

- The DSL cannot guarantee confidentiality of the information and will inform the child that the school will be speaking to inter agency bodies and the alleged abuser.
- The head will be informed immediately.
- It will be the discretion of the headmaster and DSL when to contact the parents.
- The DSL will contact the LADO within 24 hours of a disclosure of suspicion of abuse to seek advice on how to proceed.

The procedure for reporting peer on peer abuse:

Victims and perpetrators will be supported by the DSL and the headmaster through meetings. Due to the small nature of the school these will be scheduled quickly and to suit the needs of both victims and perpetrators.

Dealing with Disclosure of Abuse

If a child chooses to disclose to us, we may have feelings of anger, disgust, revulsion, sorrow or fear. The child may also be feeling many of these emotions, but also accompanied by confusion, responsibility, guilt, insecurity, fear, inability or reluctance to trust adults. There are things that we, as adults, should do.

We can try to:

- * **Stay Calm** – the child needs us to be composed and in control.
- * **Listen Carefully** – and sympathetically without probing straight away.
- * **Do not promise to keep secrets and ask questions for clarification only.**

We must not investigate without authorization from LADO and/or Police.

- * **Reassure the child that they have done the right thing in telling us and that:**

it was right to tell

we are glad they told us

we are sorry that it happened

that they will be asked to repeat their information

that it will be shared with the Head Teacher, and the Child Protection Officer

- * **Note** – the main points calmly and carefully using the child's own words. Sign and date everything. Keep original notes and transfer this information to the Child Protection Officer

- * **Never make promises** you may not be able to keep, e.g. promising confidentiality when you will have to pass on information given by the child.

- * **Look after** the child while arrangements are being made.

- * **Make the rest of the day** as normal as possible for everyone concerned (i.e. the child, the other children and yourself).

- * **Write up a full account as soon as possible and in any case before the end of the day.**

- * **Only record the facts as the child presents them.**

Risk Assessment

Where there has been a report of sexual violence, the designation safeguarding lead (or deputy) should make an immediate risk and needs assessment. For further advice please see KCSIE 2021.

Hale Prep carries public liability insurance.

DBS

PO BOX 181

Darlington

DL1 9FA

Tel: 01325 953795

This policy is reviewed on an annual basis by Mrs K Busby, Mrs K Leyland and the headmaster, including an update and review of procedures and their implementation or more regularly if required. The policy is available on the school website and is available to parents upon request. As the proprietor, the headmaster has full responsibility for safeguarding duties.

Reviewed September 2021

APPENDIX 1

Kath Busby is the Senior Designated teacher and Kirsty Leyland is the deputy who are both trained to the same level 4.

Senior Designated Teacher Job Description

The senior designated teacher has specific responsibility for safeguarding and child protection (including online safety) within the school and for liaison with social services and other agencies. The DSL has the ultimate lead responsibility for child protection. This will not be delegated. The DSL is provided with adequate time to carry out all of the responsibilities. The broad areas of responsibility are:

Managing referrals

The senior lead teacher will refer all cases of suspected abuse to

- LADO at TCFRT (0161 912 5125)
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child): and or
- Police (cases of serious harm or where a crime may have been committed)
- Refer cases to the Chanel programme where there is a radicalisation concern.
- They will also support staff who make referrals to the Channel programme and other agency including TCFRT and Children's Social Services.

They will liaise with the Head and will inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

They will also act as a source of support, advice and expertise to staff on matters of safety and safeguarding when deciding whether to make a referral by liaising with relevant agencies. As required they will liaise with the 'case manager' and the designated officer at the local authority for child protection concerns (including all cases which include a staff member).

Training

The designated safeguarding lead and deputy will receive appropriate training every 2 years (or earlier) in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment process such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference.
- Ensure each member of staff has access to and understands the schools safeguarding policy, especially new and part time staff.
- Provide thorough induction to new members of staff including safeguarding training, prevent and online awareness.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.

- Ensure staff are trained in Prevent awareness and on-line safety.
- Be familiar with the TSSP's approach to Prevent duties
- To liaise with the 3 safeguarding partners and work with other agencies in line with working together to Safeguard Children – PPCC – when to call the police will help when to consider calling the Police.
- To equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Training takes place in line with the TSSP. Updates are regularly provided on safeguarding during staff briefings and meetings as required and as updates are issued in line with the regulations.

Moving Schools

When a child moves school, in addition to handing over child protection files securely within five days, KCSIE encourages DSL's to share information proactively with the new school to have support in place when a child arrives and to ensure key staff are aware of any needs.

Raising awareness

The designated safeguarding lead should ensure the school policies are known and used appropriately.

- Ensure the policy is reviewed at least annually in liaison with the Head.
- Ensure the Safeguarding policy is available to parents.
- Link with the local TSSP to make sure staff are aware of training opportunities and the latest policies on safeguarding.
- Where children leave the school, ensure their Child Protection folder is copied for any new school but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Ensure key staff such as SENCO are made aware of any needs for when a child arrives at the new school.
- Update staff informally as required in staff briefings, emails etc as required.

Availability

- During term time the designated safeguarding lead (or deputy) should always be available during school hours. Mrs Kath Busby or Mrs Kirsty Leyland are always available on the school grounds. If under any circumstances they are both off site, then they will always be available on their mobile phones.

APPENDIX 1A

Mrs Kirsty Leyland is the Deputy Designated Safeguarding Lead.

Deputy Designated Safeguarding Lead Job Description

The Deputy Designated Safeguarding Lead (DDSL) must work closely with the Senior Designated Lead (DSL), providing support for safeguarding and child protection (including online safety).

Making referrals

The DDSL must be confident to make referrals in the absence of the DSL. These guidelines are provided in the DSL job description.

Training

The DDSL will receive training every 2 years in line with the DSL.

Raising awareness

The DDSL will support the DSL in updating policies and training staff in staff briefings/ meetings.

Availability

The DDSL must be available during school hours to support the DSL and staff. If they are off site, then they must be available on their mobile phone.

APPENDIX 2

CODE OF CONDUCT FOR STAFF

All appreciate that as teachers we have a position of trust and that teachers' behaviour at all times reflects this trust. Whilst this at Hale Prep is a self-evident truth, it is necessary to be aware of the following to protect both staff and pupils.

1. Private meetings with pupils.
Such meetings should be conducted with visual access, for example, door open. If not appropriate, then the meeting should take place in the company of another member of staff.
2. Physical Contact
Whilst physical contact is best avoided, it is unrealistic to suggest that a teacher should not touch a child, for example, a young distressed/injured pupil. When acting as a 'caring parent' strive to ensure the presence of another member of staff or other children.
3. Cars
On occasion, staff might travel in a car with pupils, either driving or with parents. At all times ensure the presence of a second adult and/or child. A member of staff must never travel with just one child. [Check insurance]
4. There should be no communication with pupils on social media or mobile communication. As stated in a staff memo, this will result in disciplinary action.
5. Always be careful of what you say. The children of today are often street wise at an early age and may easily make the wrong interpretation quite deliberately.
6. Residential Trips
All the above must be strictly applied, particularly never enter bedrooms without being accompanied by a second adult.
7. Toilet Accidents
Younger children to be changed in the presence of two adults. Older children will be given a change of clothes and change themselves in the toilet with the teacher remaining outside.
8. Changing for PE
There is a self-evident need for a balance between privacy and supervision.

Infant children get changed in their classroom with classroom teacher, assistant and PE teacher. Junior children get changed separately for PE, supervised by the PE teacher between the 2 rooms. Off site (Bowdon) the juniors get changed in 3 separate changing rooms according to gender. There are 2 boys changing rooms and 1 girls. The PE staff supervise accordingly.

Children are encouraged to dress themselves. All jewellery is removed. Children are encouraged to take their own inhalers, supervised by teachers.

9. One-to-one Lessons
All visiting teachers are encouraged as far as possible to conduct lessons in public view – open door, open access.

10. Whistleblowing
If a teacher has a concern about a child they must follow the course of action outlined in the whistleblowing policy.

11. Teachers have a duty to uphold Fundamental British Values. According to regulations, 'fundamental British values' are:
 - democracy.
 - the rule of law.
 - individual liberty.
 - mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.These values are embedded in the curriculum and also should be respected on a daily basis by all staff at Hale Prep.

12. Staff must adhere to the acceptable use of ICT Policy which clearly states that staff should not post pictures of any children from Hale Prep School on social media or be distributed on any personal social networking sites. Staff must ensure they are not 'friends' with current parents on social media.

13. Dress Code. Staff must always wear professional dress whilst teaching all academic lessons. PE kits must be worn when teaching PE. However if only the middle lesson is classroom based, then staff are able to wear PE kit for the whole day.

14. Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored at all times. This must be discussed with Mrs Busby and will be stored in Mrs Busby's office in a locked draw. Confidentiality will be of paramount importance. No medication will be kept in a teacher's handbag. It will always be kept in Mrs Busby's office.

15. Staff should feel comfortable to inform the headmaster of any low level concerns about members of staff. Procedures and further information are outlined in the Safeguarding Policy.

Teachers must always be aware that, as role models, their appearance and dress, attitude, language, empathy and sensitivity should reflect this.

APPENDIX 3

POLICY FOR USE OF CHILDREN'S IMAGES, MOBILE PHONE AND CAMERA

This policy applies towards all children, including EYFS. It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used

1. The word images is used here to include photographs, digital photographs, webcam, mobile phones, film and video recordings.
2. Hale Prep School believes that the responsible use of children's images can make a valuable contribution to the life and morale of the school.
3. We only use images that the head teacher and deputy head consider suitable and which appropriately represent the range of activities the school provides and the values it adheres to. No images will be used which could be considered to put any child at increased risk.
4. Through this policy we aim to respect young people's and parents' rights of privacy and minimise the risks to which young people can be exposed through the misuse of images. The policy takes account of both data protection and child protection issues.
5. Photographs and video images of pupils and staff are classed as personal data under the terms of the Data Protection Act 1998. We will not use images of identifiable individuals for school publicity purposes without the consent of either the individual themselves or, in the case of pupils, their parent, guardian or carer.
6. General consent will be gained from parents in the annual consent form. Specific consent may be sought from parents for particular projects involving the taking of children's photographs. In seeking specific consent, we will ensure that parents are clear why we are using a child's image, what we are using it for and who might want to look at the pictures. If permission is granted then photographs are only for parental/carers personal use and must not be placed on any social network sites.
7. All original images will be stored securely and used only by those who are authorised to do so.
8. We will only use images of children in suitable dress. The head teacher and deputy head will decide if images of some activities –such as sports or arts – are suitable without presenting risk of potential misuse.
9. Any evidence of the use of inappropriate images, or the misuse of images, will be reported to the school's child protection designated teacher, the LEA, Social Services and/or the police as appropriate.
10. Individual pupils will not be named in conjunction with their image unless parental consent received and we will never use an image of a child who is subject to a court order.
11. Images, and accompanying details, will only be used in line with government guidance.
12. Staff/visitors will not use personal cameras or phones to take photographs of the children. They will use the school's iPads.

Mobile Phones

1. Hale Prep allows staff to bring in personal mobile telephones for their own use.
2. Users bringing personal mobile telephones into Hale Prep school must ensure there is no inappropriate or illegal content on the device.
3. All staff must ensure that their mobile telephones are left inside their bag throughout contact time with children.
4. Mobile phone calls may only be taken during staff breaks or in staff members' own time. If staff have a personal emergency they are free to use the setting's phone or make a personal call from their mobile in the office.
5. If a member of staff is waiting for an emergency personal call then their phone may be left with the Office Secretary who with permission will answer and then notify the member of staff.
6. Staff will need to ensure that the Office has up to date contact information and that staff make their families, children's schools etc, aware of emergency work telephone numbers. This is the responsibility of the individual staff member.
7. On occasion, when it is necessary for a child to bring a mobile phone to school, with consultation with the headmaster, this will be allowed.

For example, if a child is walking home for the first time and the parents request for the child to have a mobile phone, then the phone will remain in the headmaster's office until the end of the day. Usually, children are not permitted to bring mobile phones into school. If a child is found in possession of a mobile phone it will be confiscated and returned to the child's parent.

8. Staff/visitors will not use their personal mobile phones to take pictures of the children.

APPENDIX 4

Hale Preparatory School E-Safety and Acceptable Use Policy

It is essential that children are safeguarded from potentially harmful and inappropriate online material. Hale Prep adopt a whole school approach to online safety which empowers the school to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. Support can be found here: (<https://apwg.org/>)

Teaching and learning

Internet Access

- The Internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide pupils with quality Internet access as part of their learning experience.
- Internet use is a part of the Hale Prep curriculum and a necessary tool for staff and pupils.
- Internet use will enhance learning
- The school Internet access will be designed expressly for pupil use and will include filtering.
- Pupils will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.
- Pupils will be taught how to evaluate internet content.
- The school will ensure that the use of Internet derived materials by staff and pupils complies with copyright law.
- Pupils will be taught the importance of cross-checking information before accepting its accuracy.
- Pupils will be taught how to report unpleasant Internet content.

E-mail

- When available, pupils may only use approved e-mail accounts on the school system.
- Pupils must immediately tell a teacher if they receive an offensive e-mail.
- In any e-mail communications, pupils must not reveal their personal details or those of others, or arrange to meet anyone without specific permission.
- Incoming e-mails should be treated as suspicious and attachments not opened unless the author is known.
- The forwarding of chain letters is not permitted.

Published content and the school web site

- Staff or pupil personal contact information will not be published. The Head Teacher will take overall editorial responsibility and ensure that content is accurate and appropriate.
- Pupils' full names will not be used in association with photographs anywhere on the school website.
- Pictures will only be shown on the website if parents/carers have signed the consent form issued at the start of each school year.
- Parents will be clearly informed of the school policy on image taking and publishing.
- Parents will have access to this policy through the school website, including a link to the Cyberbullying Policy.

Social networking and personal publishing

- In school, social networking sites will not be used.
- During IT e-safety lessons, pupils will be advised to:
 - use nicknames and avatars when using social networking sites at home.
 - Never arrange to meet anyone on a networking site.
 - Not post pictures wearing school uniform.
 - Ask permission of those involved before posting pictures.
 - Only make 'friends' or chat to people they know, and who are of similar age.
 - Never give out ANY information about themselves eg. phone number, address.

Responsibilities

- **All staff who use IT connected with the school has a responsibility to have a regard for e-safety.**
 - i) Teachers will not post images or names of children on social networking sites.
 - ii) Teachers will not post any school related information on their personal social media.
 - iii) Teachers are not to accept friend requests from current parents, current pupils or former pupils.
 - iv) Teachers' social media accounts should be set to private.
 - v) Teachers will only take photos of children on the SCHOOL mobile phones. It is then their responsibility to return and charge them.
 - vi) It is the responsibility of the teachers to provide images/information for the school website. This should be sent to either the IT co-ordinator or the Secretary.

Disciplinary procedures will be taken if staff do not adhere to these responsibilities.

- The teaching staff have a responsibility to teach e-safety. The e-safety / IT teacher(s) will:
 - i) oversee the review of this policy
 - ii) oversee the implantation of this policy
 - iii) advise the school management on e-safety issues
 - vii) advise staff on e-safety teaching and learning resources

- viii) be a point of contact for any concerns about e-safety.
- ix) Pass onto the Head Teacher any complaints received concerning individuals or staff misuse of ICT.
- x) Supervise the technician who manages the filtering systems/security systems.
- xi) Teach a block of 'e-safety' lessons, in addition to ongoing instruction.
- xii) Ensure that all staff read and sign the "Acceptable Use of ICT - Staff" document before using any school ICT resource. This is to be renewed at the start of each new school year (normally in September).

Technical provision

- Hale Prep has "ESET End Point Security" installed on all of its PCs to combat any possible virus'. It also has Censornet SWG to filter and monitor inappropriate content, to fulfil all of the school's safeguarding obligations. This is updated every evening. This will keep children safe from terrorist and extremist material when accessing the internet through school systems. On the iPads, DNS level filtering is observed.

Protecting personal data

- Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.
- Every member of staff must take all reasonable steps to securely protect all data concerning pupils and others.
- Any data taken off the school premises should be kept to a minimum and if no longer required, deleted or destroyed in an appropriate manner, or returned to school for destruction.
- All printed copies of personal data must be shredded before disposal as waste material.
- Staff must take all reasonable care when using, storing and transporting memory sticks, CDs or DVDs containing school data.
- Updated additional information is available in KCSIE Annex D on how to support keeping children safe online when they are learning at home.

Remote learning

Where children are being asked to learn online at home the Department has provided advice to support schools and colleges do so safely: safeguarding in schools colleges and other providers and safeguarding and remote education. The NSPCC and PSHE Association also provide helpful advice: • NSPCC Learning - Undertaking remote teaching safely during school closures • PSHE - PSHE Association coronavirus hub

An annual review is carried out of this policy due to technology evolving rapidly and changing.

Reviewed September 2021

APPENDIX 5

HALE PREP SCHOOL ACCEPTABLE USE POLICY –STAFF

Acceptable Use Policy Agreement

I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users. I recognise the value of the use of ICT for enhancing learning and will ensure that students / pupils receive opportunities to gain from the use of ICT. I will, where possible, educate the young people in my care in the safe use of ICT and embed e-safety in my work with young people.

For my professional and personal safety:

- I understand that the rules set out in this agreement also apply to use of school ICT systems (eg laptops, email, etc) out of school.
- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password.
- I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.
- I will be professional in my communications and actions when using school ICT systems:
 - I will not access, copy, remove or otherwise alter any other user's files, without their express permission.
 - I will use school email/teams accounts during online learning or communication with parents.
 - I will communicate with others in a professional manner, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
 - I will ensure that when I take and / or publish images of others I will do so with their permission.
 - I will not use non -school equipment for taking photographs of children.
 - I will only use chat and social networking sites in school for personal use. Information shared should never compromise the school's duty to provide the highest possible standard of education or bring the school's reputation into distribute. Staff who have genuine concerns about any school matter should follow school current guidelines and policies eg whistle-blowing to resolve issues and not networking sites. Staff should report all contacts through networking sites which may concern them to the headteacher. Examples may include: child below 13 on Facebook requesting to be a friend or inappropriate comments by a parent directed to themselves.
 - I will not post photographs of pupils on social media sites.
 - I will only communicate with students / pupils and parents / carers using official school systems.

Any such communication will be professional in tone and manner.

- I will not engage in any on-line activity that may compromise my professional responsibilities.
- When I use my personal hand held / external devices (PDAs / laptops / mobile phones / USB devices, tablets etc) in school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment. This includes downloading photographs on school computers. I will ensure that any such devices are protected by up to date anti-virus software and are free from viruses.

- I will not use personal email addresses on the school ICT systems for pupil's personal data.
- I will not open any attachments to emails, unless the source is known and trusted, due to the risk of the attachment containing viruses or other harmful programmes.
- I will ensure that my data is regularly backed up.
- I will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings.
- I will not disable or cause any damage to school equipment, or the equipment belonging to others.
- I will immediately report any damage or faults involving equipment or software to the Computing Teacher, however this may have happened.

When using the internet in my professional capacity or for school sanctioned personal use:

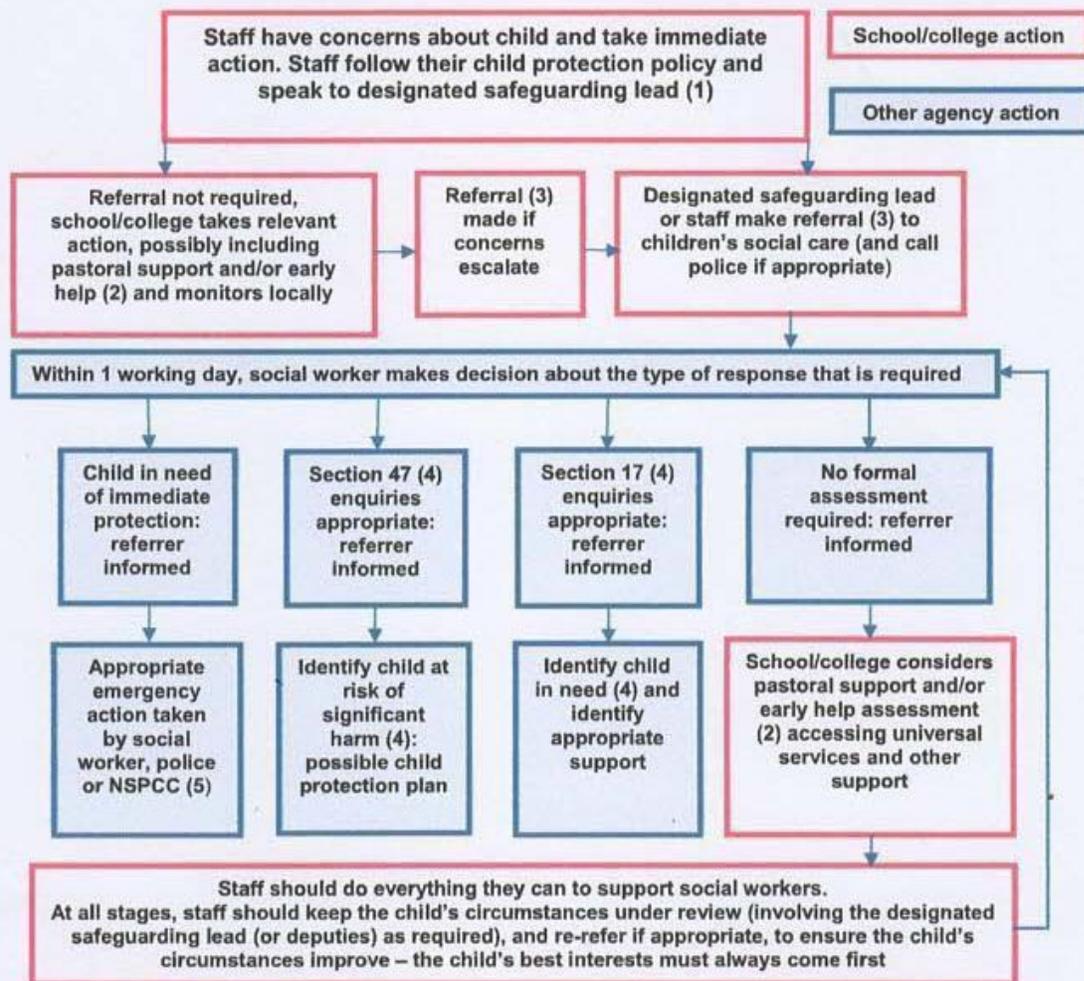
- I will ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not download or distribute copies (including music and videos).

I understand that I am responsible for my actions in and out of school:

- I understand that this Acceptable Use Policy applies not only to my work and use of school ICT equipment in school, but also applies to my use of school ICT systems and equipment out of school and my use of personal equipment in school or in situations related to my employment by the school.
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I could be subject to disciplinary action.

Updated September 2021

Actions when there are concerns about a child



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

WHISTLEBLOWING POLICY

This policy applies to the whole school, including EYFS

Hale Prep is committed to high standards of openness and accountability and encourages staff with serious concerns to come forward and raise those concerns without fear of dismissal, being disloyal or subjected to victimisation or harassment as a result. It is in everyone's interest that potential failings or malpractice are identified early so that appropriate action can be taken

Aims of this Policy

- To encourage staff to report suspected wrongdoing as soon as possible, in the knowledge that their concerns will be taken seriously and investigated appropriately.
- To ensure staff that their confidentiality will be respected.
- To provide staff with guidance as to how to raise concerns.
- To reassure staff that they should be able to raise concerns in good faith without fear of reprisals – a reasonable belief is sufficient.

What is Whistleblowing?

It is the disclosure of information relating to suspected wrongdoing or danger at school which may include:

- Child Protection concerns
- Criminal activity
- Damage to the environment
- Danger to Health and Safety
- Financial fraud
- Breach of the school's policies and procedures, including Code of Conduct.
- Failure to comply with legal or regulatory requirements
- Negligence
- Unauthorised disclosure of confidential information
- The deliberate concealment of the above matters

A '**whistleblower**' is a person who raises a genuine concern in good faith relating to any of those matters above. If staff are unsure about raising an issue within the scope of this policy they should seek advice from the Headteacher, or if the alleged wrongdoing involves the Headteacher, then staff should seek advice from one of the Deputy heads.

Key Principles

- a) Hale Prep values its staff coming forward if they have serious suspicions or concerns, in relation to the above areas, and hopes they will raise the matter as soon as possible if it is warranted and not wait for or search for proof.
- b) The School makes it clear that no member of staff will be subject to any detrimental action by reporting concerns which they believe to be true.
- c) All reported issues will be taken seriously and investigated.

- d) All reported issues will be treated in a confidential manner and feedback will be given on any action taken subject to legal constraints that may apply.
- e) Whistleblowers should put their names to the allegation made wherever possible. Anonymous correspondence will be taken seriously but subsequent investigations may prove difficult where all facts are not known.
- f) If any meeting or interview is arranged, the whistleblower has a right to be accompanied by a colleague.
- h) Staff must not threaten or retaliate against whistleblowers in any way. Anyone involved in such activity will be subject to disciplinary action.

The advantages of a procedure for whistleblowing are:

- to provide a channel and process for individual staff to raise genuine and legitimate concern;
- to protect our pupils from abuse and harm
- to deter serious malpractice;
- to avoid crisis management and public criticism;
- to promote accountability throughout the school.

It gives everyone the opportunity to act professionally and with propriety to forestall or prevent any act or acts which may damage people in the School or the School itself and its reputation.

Confidentiality

We recognise that raising a concern needs to be done in confidence and as stated in the following procedure. The School will try to protect the identity of those staff who raise a serious concern and do not wish their identity to be disclosed. However, it may not be possible to resolve such concerns without revealing identity. In such cases, the whistleblower (staff member) will be advised about how any investigation proceeds and will be supported fully.

The following procedure should be followed:

Raising a concern

- 1) As a first step, a member of staff should normally discuss raising a concern with Mrs Kath Busby (Deputy Head).
- 2) If the concern is with regards to Kath Busby, John Connor or Mike Connor then Kirsty Leyland (Assistant Head) is to be informed. She will confidentially seek advice from the LADO.
- 3) The sooner a concern is raised the easier it is to take action.
- 4) Concerns are better in writing for the avoidance of doubt. If they are raised verbally, the person receiving the concern should record it in writing immediately, including the date and time and sign it. Where possible it should be read back to the whistleblower (staff member) to confirm its accuracy. This will be kept in the Safeguarding folder.
- 5) If the concern relates to a child protection matter, Mr Connor will be informed within 24 hours.
- 6) Although the whistleblower (staff member) is not expected to prove the truth of an allegation, they need to believe that there is sufficient cause for concern and action.

Response from the School:

The action taken by the School will depend upon the seriousness of the concern.

- Mr Connor will be informed within 24 hours.
- The concern will be investigated by Kath Busby and John Connor. Formal notes will be made for any meetings. All notes will be kept confidentially in the safeguarding folder.
- If criminal activity is involved the police will be informed.

- If any abuse or harm is suspected towards a child, then TCFRT will be informed immediately and advice from them will be taken.

The School will aim to keep the whistleblower (staff member) informed of the outcome of the assessment, of the progress of the investigation and its likely timescale.

Timescale for response:

Within ten working days of a concern being raised, the Headteacher or Kath Busby will:

Acknowledge in writing that the concern has been received and will indicate how it is proposed to deal with the matter. Giving an estimate of how long it is likely to take to provide a final response and stating whether any initial enquiries have been made. If possible they will state whether further investigations will take place and if not, why not.

False allegations

If a member of staff makes an allegation in good faith that cannot be confirmed by an investigation, no action will be taken against him/her. If, however, a member of staff makes an allegation for an ulterior motive, for example – a malicious reason, disciplinary action will be taken against him/her that could result in dismissal.

At the conclusion of any investigation or action, the member of staff (whistleblower) who raised the concern will be informed of the outcomes.

Check list:

The Whistleblower

Please do:

Raise the matter as soon as possible if you feel your concerns are warranted.

Tell your suspicions or concerns to someone who has the appropriate authority to deal with them.

Be assured that the School will take concerns based on honest and reasonable suspicions seriously.

Consider writing down the key points and details as to why you are concerned.

Please do not:

Do nothing. -the School would prefer you to raise your concerns so that we can carry out a full and fair investigation.

Be afraid of raising your concerns – the School has safeguards in place to protect staff, who raise concerns.

Try to investigate the matter yourself - this may complicate any later enquiries, particularly if a criminal investigation becomes necessary.

General guidance can be found at- Advice on whistleblowing

- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

The school ensures that there will be transparency and accountability in relation to how concerns are received and handled.

Appendix 8

Returning to school on the 1st June.

The safeguarding of Hale Prep children during this time is of paramount. All staff have read and understood KCSIE part 1, this continues to remain in place.

It is important to note that as more children return to Hale Prep, a number of important safeguarding principles must be highlighted:

- The best interests of children at Hale Prep will continue to come first.
- If anyone has a safeguarding concern about any child, they should continue to act and act immediately.
- Either the DSL or deputy will be on site where possible.
- If for any reason the DSL and deputy are off site at the same time, then they will be available on the phone.
- If any recruitment is necessary, the usual stringent measures will be adhered to.
- Children will continue to be protected when they are online in school, using the existing measures.
- When children at home are attending 'zoom' sessions a parent has been asked to be available in the room with the child. This will continue.
- Staff may identify new safeguarding concerns about individual children as they see them in person following partial school closure. These should be reported immediately to the DSL or deputy.
- Staff must act immediately on any safeguarding concerns, including new concerns where children are returning.
- The DSLs (and deputy) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as more children return.
- All families have been contacted several times during school closure to check on their welfare. Any issues have been passed onto the DSL/deputy.
- No volunteers will be present at Hale Prep.
- Peer on peer abuse – will follow the same procedures.
- If staff have concerns about another member of staff. They should disclose to the DSL/deputy as soon as possible. The principles in part 4 KCSIE will remain.
- Children who are not in school will continue to receive online learning at home.
- Hale Prep will continue and to work with any relevant outside agencies.

Identification of vulnerable children

Vulnerable children will be identified by the DSL. They will be asked to return to school and their attendance will be monitored. School will continue to follow its legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

. Full details can be found at paragraph 163 of [KCSIE](#).

Appendix 9

COVID-19

During periods of closure or remote working, if the DSL was unavailable due to illness the Deputy DSL will be available. It is the aim that the DSL and DDSL would always be available on the phone, by email and Teams.

Microsoft Teams has been chosen to deliver remote learning to keep the children safe online. The remote learning policy outlines how children will be taught if they cannot attend school.

Staff use school email addresses and, where possible, school devices to deliver the online curriculum.

November 2020