



Policy: 01.01

CHILD PROTECTION AND SAFEGUARDING CHILDREN POLICY

Updated: November 2018,

Review date: October 2018

Responsible Governor: Martina Asmar

Responsible Member of Staff: Designated Safeguarding Lead (DSL), Rachel Foster

Summary Statement of Policy: *Windlesham House is committed to safeguarding and promoting the health, safety and welfare of all our children which is of paramount importance to all the adults who work in our school. Our children have the right to protection, equal opportunities and a right to be safe in our school.*

Reporting on Compliance and Effectiveness A termly report from the Responsible Member of Staff

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1 Policy statement and principles

- 1.1 Windlesham House is committed to safeguarding and promoting the health and safety and welfare of all our children which is of paramount importance to all the adults who work in our school. We are committed to acting in the best interests of the child. We aim to create a culture of listening and vigilance that enables issues about safeguarding and child welfare to be addressed. Our children have the right to protection, equal opportunities and the right to be safe in our school. All the staff are responsible for safeguarding the welfare of children as part of their professional duties.
- 1.2 This policy is one of a series in the school's integrated safeguarding portfolio. Other relevant policies include: staff behaviour, safer recruitment, complaints, whistleblowing, anti-bullying, mental health and wellbeing.
- 1.3 This policy is available on the school website and is included in the staff handbook.
- 1.4 Our core safeguarding principles are:
- the welfare of the child is paramount;
 - all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection;
 - safeguarding is everyone's responsibility;
 - acting in the best interests of the child and providing the right help at the right time to address risks and prevent issues escalating;
 - we endeavour to provide a safe and welcoming environment where children are respected, listened to and valued;
 - our children receive the right help at the right time to address risks and prevent issues escalating;
 - acting on and referring the early signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and fairness;
 - the school's responsibility to safeguard and promote the welfare of children is of paramount importance;
 - all staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm; and
 - Pupils and staff involved in child protection issues will receive appropriate support.
- 1.5 the procedures contained in this policy apply to all staff, volunteers, visitors and governors and are consistent with those of the West Sussex Safeguarding Children's Board (WSSB).
- 1.6 **Policy aims**
- To provide all staff with the necessary information to enable them to meet their child protection responsibilities;
 - To ensure consistent good practice; and

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- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the designated safeguarding lead at the school.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

2 Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguard Children July 2018
- Keeping Children Safe in Education 2018
- What to do if you are worried a child is being abused DfE March 2015
- Early Years Foundation Stage Framework 2017
- Education for Children with health needs who cannot attend school 2013
- SEND Code of Practice 0-25, 2015
- The UK Equality Act, 2010 and guidance
- Boarding schools: National Minimum Standards April 2015
- Revised Prevent Duty Guidance for England and Wales July 2015
- The Prevent duty: Departmental advice for schools and childcare providers June 2015
- The use of social media for online radicalisation July 2015
- Disclosure and Barring Service (DBS) Guidance

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- Sexual Violence and Sexual Harassment between children in schools and colleges May 2018
- Information Sharing July 2018
- Disqualification under the Childcare Act 2006 (as amended 2018)

3 Roles and responsibilities

Key personnel at Windlesham House

The designated safeguarding lead (DSL) for child protection is:

Rachel Foster	01903 87 47 93 / 07718 11 11 79	rafoster@windlesham.com
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The Deputy DSLs are:

Richard Foster	01903 87 47 00	rfoster@windlesham.com
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Andrew Nuttall	01903 87 40 36	anuttall@windlesham.com
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Melanie Munn	01903 87 47 23	mmunn@windlesham.com
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Emma Harris	01903 87 47 05	eharris@windlesham.com
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The nominated child protection governor is:

Martina Asmar	01903 87 47 00	martina.asmar@me.com
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The Headmaster is:

Richard Foster	01903 87 47 00	rfoster@windlesham.com
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3.1 The Designated Safeguarding Lead (DSL):

The designated safeguarding lead (DSL) takes lead responsibility for safeguarding and child protection (including online safety) in the school. The DSL has the status and authority within the school to carry out the duties of the post, which include:

- Maintaining an overview of safeguarding at Windlesham House;
- ensuring the child protection policies are known, understood and used appropriately by staff, reviewed at least annually (and if relevant updated) and made publically available on Windlesham House 's website or by other means;
- advising and supporting staff on child protection and safeguarding matters committing resources, supporting and directing staff;
- encouraging a culture of listening to children and their views;
- being appropriately trained, with regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training, acting as a source of support and expertise to the school community;
- having a working knowledge of West Sussex Safeguarding Children Board (WSSB) procedures, taking part in strategy discussions and inter-agency meetings;
- making staff aware of WSSB training courses and the latest policies on safeguarding, and organising child protection and safeguarding training (including Prevent duty and online safety) for all staff at least annually;

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- keeps detailed clear written records of all concerns, ensuring that such records are stored securely, but kept separate from, the pupil's general file;
- ensuring that when a pupil leaves Windlesham House their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained;
- managing safeguarding referrals to children's social care, the police, or other agencies;
- liaising with the "case manager" and the designated officer(s) at the local authority when allegations are made against staff;
- attending and/or contributes to child protection conferences;
- coordinating the school's contribution to child protection plans;
- developing effective links with relevant statutory and voluntary agencies including the WSSB;
- ensuring that the child protection policy and procedures are reviewed and updated at least annually. Liaising with the nominated governor and Headmaster as appropriate;
- monitoring the effectiveness of policies and procedures in practice; and
- referring cases to Channel programme where there is a radicalisation concern as required.

3.2 The deputy designated safeguarding leads are trained to the same level as the DSL and support the DSL with safeguarding matters as appropriate. In the absence of the DSL, one of the deputy DSLs will carry out the functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, a deputy will assume all of the functions above.

3.3 A job description of the DSL can be found at Appendix 4.

4 Safeguarding guidelines for all staff and staff code of conduct

At Windlesham House, all members of staff should:

- treat all pupils with respect;
- set a good example by conducting themselves appropriately;
- involve pupils in decisions that affect them;
- encourage positive, respectful and safe behaviour among pupils;
- be a good listener;
- provide a safe environment in which children can learn;
- be alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation so that they are able identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm and in such circumstances to take appropriate action, working with other services as needed;
- recognise that challenging behaviour may be an indicator of abuse ;
- read at least Part 1 and Annex A of Keeping Children Safe in Education;
- read and understand the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues

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- be aware of systems, policies and procedures within Windlesham House which support safeguarding;
- be aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- refer all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care.
- attend appropriate safeguarding and child protection training on appointment and subsequent refresher training a least annually with WSSB guidance, including training regarding Prevent duty
- make a direct referral to MASH if, at any point, there is a risk of immediate serious harm
- be prepared to identify children who may benefit from early help.

5 Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. Staff understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

6 Children who may be particularly vulnerable

6.1 Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- living away from home or in temporary accommodation
- living in chaotic and unsupportive home situations
- living transient lifestyles
- affected by parental substance misuse, domestic violence or parental mental health needs
- vulnerable to being bullied, or engaging in bullying
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- do not have English as a first language
- at risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.

6.2 This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

7 Children with special educational needs and disabilities

7.1 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, which can include: assumptions that indicators of

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possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- 7.2 the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- 7.3 communication barriers and difficulties in overcoming these barriers.
- 7.4 Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded.

8 Children missing in education

- 8.1 Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation or mental health problems.
- 8.2 The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.
- 8.3 Windlesham House requests that parents provide the school with at least two emergency contacts for their children.
- 8.4 Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.
- 8.5 **Action to be followed by Staff if a child goes missing from Windlesham House**

Our level of supervision make it likely that a missing child will be noticed very quickly. Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child is found to be missing, we carry out the actions detailed in our "Missing Pupil Procedure", with which all our staff are familiar with (See Missing Pupil Policy and Procedure). Copies of the procedure are kept by all telephones in the school.

9 Whistleblowing if you have concerns about a colleague

- 9.1 Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Whistleblowing Policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.
- 9.2 All concerns of poor practice or possible child abuse by colleagues should be reported to the Headmaster. Complaints about the Headmaster should be reported to the chair of governors.
- 9.3 Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

10 Allegations against staff & volunteers

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- 10.1 When an allegation is made against a member of staff and/or volunteers our set procedures must be followed. The full procedures for dealing with allegations against staff and/or volunteers can be found in Part Four of Keeping Children Safe in Education (DfE, 2018).
- 10.2 Windlesham House has a duty of care to its employees and it should act to manage and minimise the stress inherent in the allegations process.
- 10.3 If a member of staff is at all concerned about anything which has occurred or which has made them uncomfortable they must inform the DSL at the earliest opportunity, even if it turns out that nothing untoward has happened. They must make a written record, dated and signed, of any such incident.
- 10.4 When an allegation of abuse is made against a teacher, other member of staff, governor or volunteer, Windlesham House is committed to dealing with the allegation fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- 10.5 If a pupil does make an allegation about a member of staff, the member of staff receiving the allegation will immediately inform the DSL. The DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at WSSB immediately before any further action is taken. The school will not undertake an investigation of an allegation without prior consultation with the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations. (In borderline cases discussions with the LADO can be held informally without naming Windlesham House or individual). The DSL will keep clear written records of all conversations.
- 10.6 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
 - 10.6.1 General guidance can be found at: <https://www.gov.uk/whistleblowing>
 - 10.6.2 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 0280285 – this line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk
- 10.7 In any case of serious harm, the police will be informed from the outset.
- 10.8 If there has been a substantiated allegation against a member of staff the school will work with the LADO to determine whether there are any improvements to be made to school procedure or practice to help prevent similar events in the future.
- 10.9 If the allegation made to a member of staff involves the DSL, then the member of staff should immediately inform the Safeguarding Governor, Martina Asmar.
- 10.10 If the allegation concerns the Headmaster, the Chairman of Governors should be contacted who will consult with the WSSB as above without notifying the Headmaster first.
- 10.11 If the allegation concerns a member of the Board of Governors, the Safeguarding Governor or Chairman of Governors should be contacted who will consult with the WSSB.

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- 10.12 Individuals subject to an allegation, should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The staff member should be advised to contact their trade union representative, if they have one, or a colleague for support.
- 10.13 At the discretion of the DSL and on a case by case basis, Windlesham House may:
- 10.13.1 provide access to welfare counselling or medical advice;
 - 10.13.2 appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual;
 - 10.13.3 In the event that a member of staff is suspended, keep the individual subject of the allegation informed of both the progress of their case and where appropriate current work-related issues;
 - 10.13.4 Prevent Social contact with colleagues and friends if there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.
- 10.14 Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

11 Staff training

- 11.1 It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.
- 11.2 New staff and governors will receive a briefing during their induction, which includes the school's child protection policy and staff behaviour policy, reporting and recording arrangements, and details of the DSL. All staff, including the DSL, Headmaster and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates (including Prevent and online safety) via email, e-bulletins, website access and staff meetings throughout the year.

12 Safer recruitment

- 12.1 Windlesham House complies with the requirements of Keeping Children Safe in Education (DfE 2018) and the WSSB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Safer Recruitment policy and procedures set out the process in full and can be found [K:\BURSAR\2017 2018 policies - Sept 2017](#) or in the staff room in the policies folder.
- 12.2 At least one member of each recruitment panel will have attended safer recruitment training.
- 12.3 All relevant staff involved in:
- a) early years settings;

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- b) before or after school care for children under eight; or
- c) peripatetic staff,

are made aware of the disqualification from childcare and their obligations to disclose relevant information to the school.

- 12.4 The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.
- 12.5 Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- 12.6 The school maintains a single central record of recruitment checks undertaken.

12.7 **Volunteers**

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

12.8 **Contractors**

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

13 Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in, but remain in the Front Hall reception area. All visitors are expected to observe the school's safeguarding and health and safety regulations. The Receptionist will determine whether any visitor should be escorted or supervised while on site.

14 Extended school and off-site arrangements

- 14.1 All extended and off site activities are subject to a risk assessment to satisfy safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.
- 14.2 When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

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15 Staff/pupil online relationships

The school provides advice to staff (in the staff behaviour policy and staff handbook) regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. No member of staff must add a pupil to their contacts or contact a child via social media (See Social Media Policy).

16 Child protection procedures

16.1 Recognising abuse

- 16.1.1 To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.
- 16.1.2 Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.
- 16.1.3 Abuse may be committed by adult men or women and by other children and young people.
- 16.1.4 Keeping Children Safe in Education (DfE 2018) refers to four categories of abuse. These are set out at Appendix 2 along with indicators of abuse.

16.2 Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our Anti-bullying Policy which can be accessed online.

16.3 Taking action

- 16.3.1 Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". If a staff member has any suspicion or concern that a child is in need of support services or is at risk of significant harm, the key points for staff to remember for taking action are:
 - If there is a risk of immediate serious harm to a child, make an immediate referral to children's social care or call 999
 - In the case of any other emergency take the action necessary to help the child, if necessary call 999
 - report your concern as soon as possible to the DSL, definitely by the end of the day
 - do not start your own investigation
 - share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
 - complete a record of concern on 'My Concern'
 - seek support for yourself if you are distressed
 - Staff members should act in the best interests of the child

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16.4 **If you are concerned about a pupil's welfare**

- 16.4.1 There will be occasions when staff may suspect that a pupil may be at risk, but you have no real evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.
- 16.4.2 Staff should use the 'My Concern' to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

16.5 **If a pupil discloses to you**

- 16.5.1 It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.
- 16.5.2 If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL.** Refer to Appendix 1 Referral Flowchart. The staff member is not allowed to keep secrets or promise confidentiality. The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils staff should:
- allow them to speak freely
 - remain calm and not overreact
 - give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
 - not be afraid of silences
 - **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother or father think about it
 - not automatically offer any physical touch as comfort
 - avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
 - tell the pupil what will happen next
 - report verbally to the DSL even if the child has promised to do it by themselves
 - complete the **record of concern form** on 'My Concern' and hand it to the DSL as soon as possible
 - seek support if they feel distressed

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- share on a need to know basis – do not discuss the issue with colleagues, family or friends.

16.6 Notifying parents

- 16.6.1 The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL, and no other member of staff without the DSL's consent, will make contact with the parent in the event of a concern, suspicion or disclosure.
- 16.6.2 Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the LADO, children's social care and/or the police before parents are contacted (Up to date list of relevant names and contact details can be found at Appendix 3).
- 16.6.3 Referrals do not require parental consent. Staff must act in the best interests of the child even if this means making a referral against the parent's wishes.

17 Confidentiality and sharing information

- 17.1 All staff will understand that child protection issues warrant a high level of confidentiality. Staff should only discuss concerns with the DSL, Headmaster or chair of governors (depending on who is the subject of concern).
- 17.2 That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.
- 17.3 When making decisions on what information to share and when, the most important consideration is whether information sharing is likely to safeguard and protect the child.
- 17.4 Staff must consider if the information shared is necessary for the purpose for which it is being shared, ensure it is shared only with those individuals which need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely. (See Government Information Sharing July 2018)
- 17.5 Following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2018)* emphasises that any member of staff can contact children's social care if they are concerned about a child.
- 17.6 Child protection information will be stored and handled in line with our Data Protection Policy.
- 17.7 Information sharing will take place in a timely and secure manner and where:
- 17.7.1 it is necessary and proportionate to do so; and
 - 17.7.2 the information to be shared is relevant, adequate and accurate
 - 17.7.3 The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.
- 17.8 Information sharing decisions will be recorded, including:
- 17.8.1 whether or not the decision has been taken to share the information;

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17.8.2 the reasons why and what has been shared, with whom; and

17.8.3 for what purpose.

17.9 Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

17.10 Child protection information will be stored separately from the pupil's school file.

17.11 If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headmaster or DSL.

17.12 The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

17.13 The school's staff behaviour policy and Data Protection policy is available to parents and pupils on request.

18 Referral to children's social care

18.1 The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

18.2 Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

19 Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy (including the Referral flowchart in Appendix 1). However, they may also share information directly with children's social care, the police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, one of their deputies, the Headmaster and the chair of governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety; and
- for any other reason they make a judgement that direct referral is in the best interests of the child.

20 Peer on peer abuse

20.1 Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, all staff recognise that children are capable of abusing their peers and should be clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. Peer on peer abuse can take many forms, including:

- bullying: (including cyber bullying)
- **physical abuse** such as biting, hitting, kicking or hair pulling
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault
- **sexting**, including pressuring another person to send a sexual imagery or video content

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- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
 - **initiation/hazing/rituals** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
 - **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.
- 20.2 Abuse is abuse and should never be tolerated or passed off as 'banter', 'having a laugh' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.
- 20.3 At Windlesham House, we take the following steps to minimise or prevent the risk of peer on peer abuse.
- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
 - Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
 - RE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities.
 - Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
 - We will ensure that the school is well supervised, especially in areas where children might be vulnerable.
- 20.4 All allegations of peer on peer abuse should be passed to the DSL immediately. A clear, detailed, factual record must be kept and updated with all actions and outcomes). Any allegations will then be investigated and dealt with as follows:
- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
 - **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.
 - **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.
- 20.5 Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Part 5 of Keeping Children Safe in Education (2018).

21 Supporting those involved

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- 21.1 The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.
- 21.2 Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

22 Contextual safeguarding

- 22.1 As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:
- exploitation by criminal gangs and organised crime groups such as county lines;
 - trafficking;
 - online abuse;
 - sexual exploitation; and
 - the influences of extremism leading to radicalisation.
- 22.2 At Windlesham House all staff, including the DSL (and deputy DSLs) consider the wider contextual factors present in a child's life that are a threat to their safety and/or welfare. Assessments of pupils made by the DSL consider whether wider contextual factors are present in a child's life that are a threat to their safety and/or welfare.
- 22.3 Children's social care assessments consider such factors and so it is therefore important Windlesham House provide as much information as possible as part of the referral process allowing any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available at <https://www.contextualsafeguarding.org.uk/>

23 The Counter Terrorism & Security Act (2015) & the Prevent duty

Prevent is one of the four elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

23.1 The Prevent strategy

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

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The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

23.2 The Counter Terrorism & Security Act (2015):

- 23.2.1 This Act places a duty on specified authorities including schools, Further and Higher Education, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty).
- 23.2.2 At Windlesham House, we are committed to supporting vulnerable students through our safeguarding policies and procedures and recognise that this will support the school's contribution to the Prevent duty.
- 23.2.3 At Windlesham House, we build pupils' resilience to radicalisation by promoting fundamental British values and enabling our pupils to challenge extremist views.
- 23.2.4 The school has engaged positively with appropriate training to ensure all staff have the skills and knowledge to refer any concerns appropriately.
- 23.2.5 Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral. Rachel Foster as DSL provides the lead for the school on Prevent and can be contacted directly for any concerns or for clarification on process.

24 Online safety

- 24.1 As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation.
- 24.2 We have ensured that appropriate filters and monitoring systems are in place to:
 - a) manage the content available to pupils; and
 - b) provide a safe online environment(See Data Protection Policy, E Safety policy and Social & Media Policy.)

25 Sexting

- 25.1 There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The [UKCCIS advice document](#) refers to this as 'youth produced sexual imagery'.
- 25.2 All incidents involving youth produced sexual imagery will be responded to as follows:
 - 25.2.1 The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
 - 25.2.2 Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
 - 25.2.3 At any point in the process, if there is a concern a young person has been

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harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded and the police will investigate. This may include seizure of devices and interviews with the young people involved.

26 Sexual exploitation of children

- 26.1 Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.
- 26.2 Windlesham House includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.
- 26.3 All staff should be made aware of the indicators of sexual exploitation and report all concerns immediately to the DSL.

27 Honour-Based Violence

- 27.1 Windlesham House staff will be alert to possible indicators of 'honour-based violence' (HBV).
- 27.2 'Honour-based' violence 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 HBV are abuse.
- 27.3 FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.
- 27.4 FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by a female pupil about going on a long holiday during the summer vacation period.

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- 27.5 All teachers (along with social workers and healthcare professionals) have a statutory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not examine pupils
- 27.6 A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.
- 27.7 Children may be married at a very young age, and well below the age of consent in England. Windlesham House staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.
- 27.8 A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

28 Radicalisation and Extremism

- 28.1 The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- 28.2 Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.
- 28.3 Windlesham House staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

29 Private fostering arrangements

- 29.1 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.
- 29.2 Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

30 Related safeguarding portfolio policies

This policy should be read alongside our other safeguarding policies, which are set out in

Appendix 5.

31 Special Circumstances

31.1 Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The DSL is the designated teacher for looked after children and has details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

31.2 Boarding Schools and Children's Homes

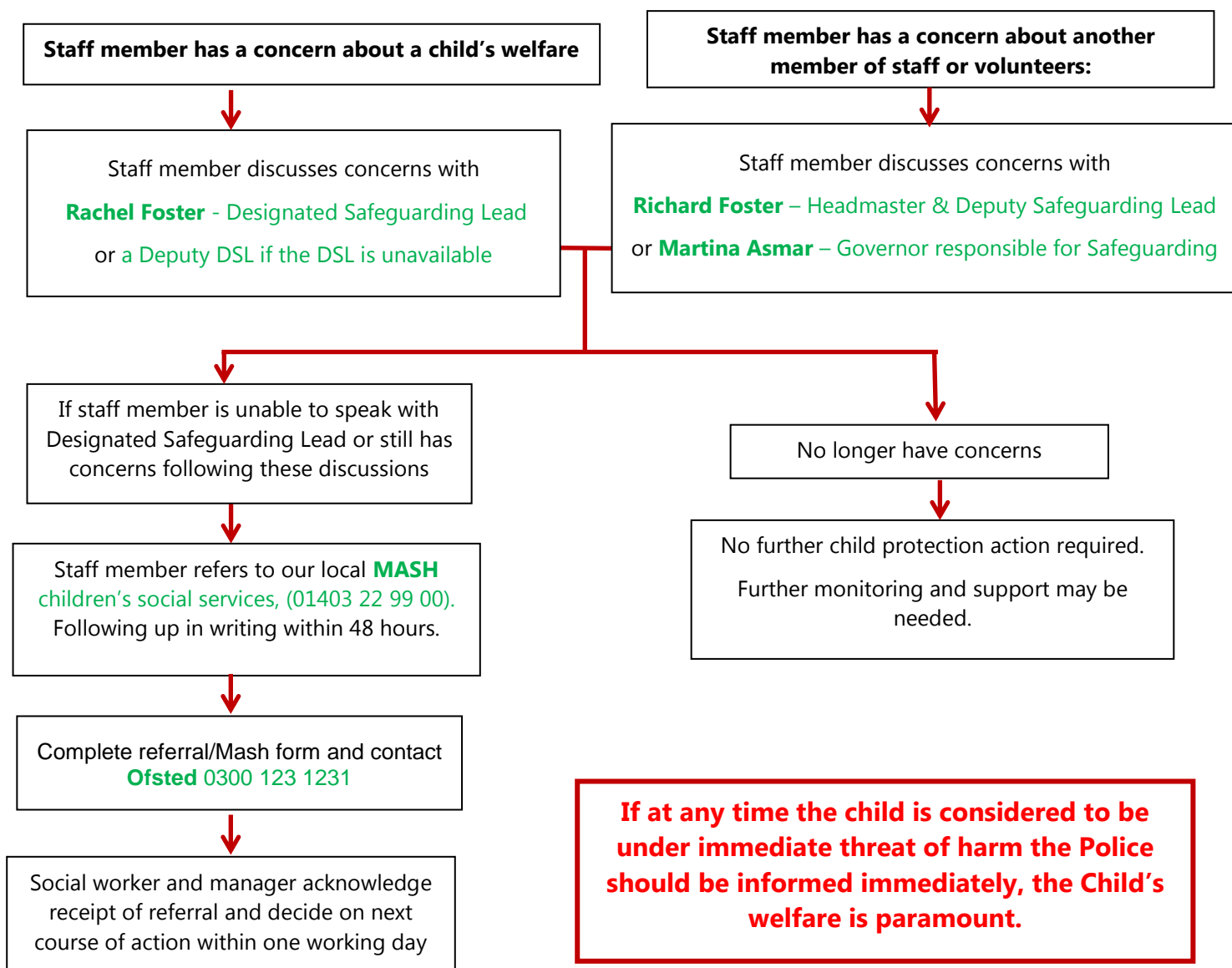
Research has shown that children can be particularly vulnerable in residential settings. Windlesham House, as a member of the Boarding School Association (BSA), is committed to the highest duty of care and safeguarding to ensure that boarders are safe, secure and cared for. As a boarding school there are additional factors to consider with regards to safeguarding which are set out in the National Minimum Standards.

Boarding staff receive additional induction and safeguarding training tailored to meet their specific, additional duties.

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Appendix 1 - Referral Flow Chart

Summary of in-school procedures to follow where there are concerns



Disclosure of abuse by the pupil: The Five Rs

When a pupil actually discloses that he/she has been abused the following guidelines must be followed:

Receive: Listen without shock, disgust or disbelief and accept what is said. Give child time and a safe place.

Reassure: Stay calm, don't promise confidentiality – empathise but don't express opinions

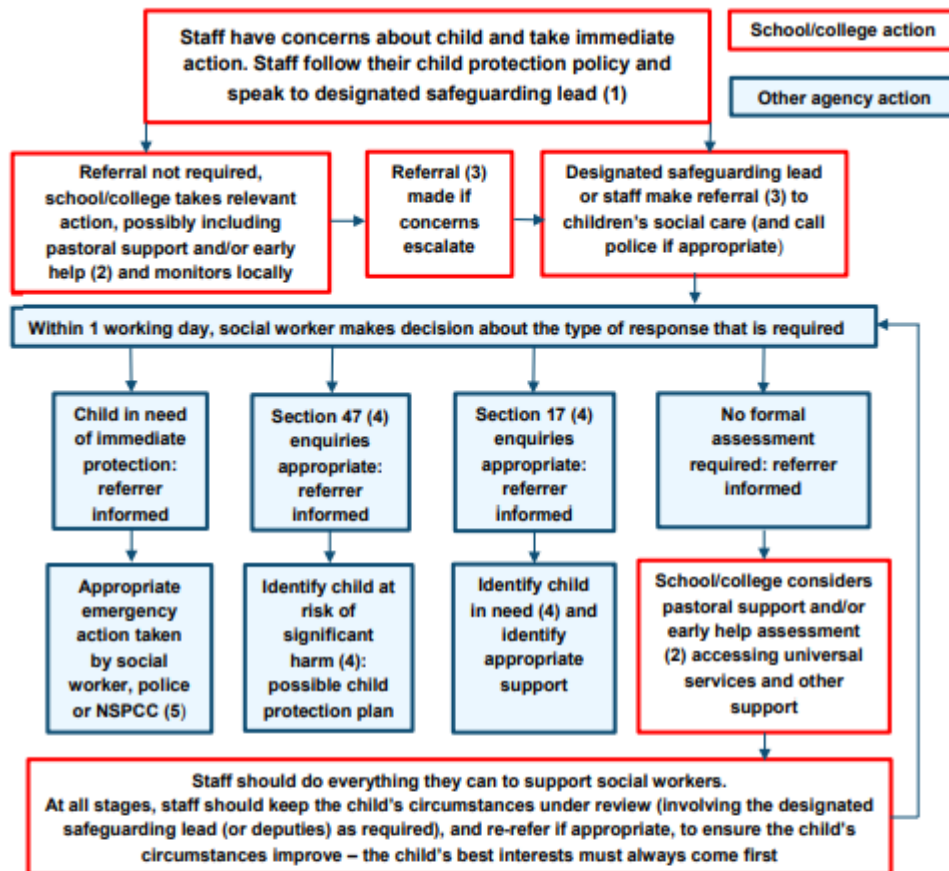
React: Don't ask leading questions – make no judgments – explain what you will do next – keep in contact.

Record: Brief 'factual' notes as soon as possible – date/time/place etc. – be objective – use child's words only – use diagram. Do not destroy original notes even if you later write things up more neatly and fully.

Refer: Refer all cases to the DSL who will liaise with SSWB or LADO, or other agencies for such cases. The Headmaster or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

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Government Framework for the safeguarding process Source KCSIE (2018) p.13



- (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).

Appendix 2 - Four Categories of Abuse

Physical abuse

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

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

Sexual abuse

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

Neglect

Neglect is 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.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also

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aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

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Appendix 3 - Local Authority Contacts

WEST SUSSEX SAFEGUARDING CONTACT DETAILS

West Sussex MASH:	01403 22 9900	Out of Hours: 0330 222 6664
Designated Officer in West Sussex:	Lindsey Tunbridge Adams	03302223339
	Claire Coles	03302223339
Designated Nurse Safeguarding Children:		0777 0800 247
Prevent Lead:	Jez Prior	0330 222 7618
Local Safeguarding Children Board:	www.westsussexscb.org.uk	0330 222 4108
Virtual Head for Looked After Children:		0330 222 4108

NATIONAL SAFEGUARDING CONTACT DETAILS

Police non-emergency number	101
Police emergency number (including high risk Prevent enquiries)	999
OFSTED Safeguarding Children (Monday to Friday from 8am to 6pm) Whistleblowing@ofsted.gov.uk	08456 404046
The Disclosure and Barring Service 01325 953 795 PO Box 181, Darlington, DL1 9FA	
Anti-terrorist Hotline	0800789321
Non-emergency DfE advice counter-extremism@education.gsi.gov.uk	020 7340 7264
NSPCC Whistleblowing Advice Line	0800 0280 285
National College for Teaching and Leadership	0345 609 009

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Appendix 4 - Designated Safeguarding Lead Job Description

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JOB DESCRIPTION

Post:	Designated Safeguarding Lead
Department:	Safeguarding
Prepared by:	Compliance Officer
Updated:	October 2018



The Designated Safeguarding Lead (DSL) Rachel Foster

This Job Description may be altered to meet changing needs and will be reviewed with the post holder. The Job Description is indicative of the nature and level of responsibilities associated with the post. It is not intended to be exhaustive; other tasks may be allocated as necessary from time to time

Child Protection

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the School s/he must report any concerns to the School's Designated Safeguarding Lead or to the Headmaster (if different).

Areas of responsibility:

1. Policy and procedure

- Act as a source of support, advice and expertise for staff;
- Act as a champion of the school's safeguarding policy and procedures by ensuring all staff know, have access to and understand them appropriately.
- To carry out the roles and responsibilities of a DSL as detailed in Section 3 of Windlesham House's Child Protection and Safeguarding Policy.
- Induct new members of staff with regard to the school and CE safeguarding policies and procedures.
- Ensure the school safeguarding policy, procedure and implementation are updated and reviewed regularly and work with governing bodies to do this.
- Ensure that the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Code of Conduct.

2. Reporting concerns:

- Recognise how to identify signs of abuse and when to make a referral.
- Respond appropriately to disclosures or concerns relating to the well-being of a child.
- Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information.

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- Liaise with the Headmaster to inform them of any issues and ongoing investigations.
- Understand the importance of information sharing, both within school and 3 safeguarding partners, other agencies, organisation and practitioners.
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Understanding relevant data protection legislation and regulation including Data Protection Act 2018 and GDPR.
- Encourage a culture of listening to children and taking account of their wishes and feeling, among all staff, and any measures Windlesham House put in place to protect them.
- Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are stored securely.
- When pupils move school, ensure their safeguarding file is sent to the new school establishment immediately and securely.
- Refer cases to the Channel programme where there is a radicalisation concern, as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a crime may have been committed to the Police as required.
- Refer cases where a person is dismissed or has left due to risk/harm to a child, to the Disclosure and Barring Service as require.

3. Multi-Agency working:

- Act as a point of contact with the 3 safeguarding partners.
- Ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are carried out and monitored.
- Act as the designated person in school for looked after children, liaising with carers, agencies and other professionals, to promote their welfare.
- Attend and contribute effectively to Child in Need meetings, Child Protection conferences, planning and review meetings; including those taking place out of normal working hours.
- Liaise and coordinate with colleagues and outside organisations regarding the Common Assessment Framework; acting as Lead Professional as appropriate.
- Ensure that actions resulting from meetings are SMART and that they are carried out in a co-ordinated way; making the difference which was anticipated.

4. Training:

- Ensure all staff have safeguarding (including prevent training) induction and frequent updates so that they are able to recognise and report any concerns immediately.
- Attend relevant training on an annual basis to reinforce and enhance Safeguarding knowledge and practice, including online safety and prevent.

Represent the school at Designated Leads meetings and disseminate the information to colleagues.

5. Knowledge and skills:

- Act as a source of support, advice and expertise within the school.
- Have a working knowledge of how the West Sussex Safeguarding Board operates.
- Ensure that staff members are following up to date procedures in line with National and local expectations.
- Act with integrity, maintaining confidentiality at all times.

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Appendix 5 - Related Safeguarding Policies

- Staff behaviour & code of conduct Policy
- Behaviour – Rewards & Sanctions
- Mental Health & Wellbeing Policy
- Complaints procedure
- Anti-bullying Policy
- Preventing Radicalisation Policy
- Whistleblowing Policy
- Safer Recruitment Policy
- Missing Pupil Policy
- Grievance procedure
- Disciplinary procedure
- Social Media Policy
- Data Protection Policy
- CCTV Policy
- E Safety Policy
- Use of Mobile phones and cameras