



FAIRSTEAD HOUSE

**SAFEGUARDING
AND CHILD PROTECTION POLICY**
*Safeguarding and Promoting the Welfare of all Pupils
(including in the EYFS)*

Whole School	Website: Yes
Statutory?	Yes
Responsible:	LM
Reviewed:	December 2021
Next Review:	September 2022
Ratified:	Full Governing Board, December 2021



FAIRSTEAD HOUSE

It is essential to inform the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) of any concerns you may have regarding the welfare of a child.

DSL and Prevent Officer (including EYFS): Mrs Lucie Melen

(with overall responsibility for safeguarding across the school and nursery)

Contact: 01638 662318 or lmelen@fairsteadhouse.co.uk

Deputy DSL: Mr Michael Radford

Contact: 01638 662318 or mradford@fairsteadhouse.co.uk

Deputy DSL: Mrs Karen Varma

Contact: 01638 662318 or kvarma@fairsteadhouse.co.uk

Governance Lead for Safeguarding: Ms Katie Milne

Contact via Clerk to the Governors: bursar@fairsteadhouse.co.uk

However, if you feel this avenue is not appropriate, or that you feel your concern has not been heard or handled appropriately, you should make a direct referral to:

Suffolk Safeguarding Partnership

(Floor 3, Gold Block, Endeavour House, 8 Russell Road, Ipswich, Suffolk IP1 2BX,

Website: <https://www.suffolksp.org.uk/>)

If you feel a child is in immediate danger then call 999.

If you are concerned about a child then call Customer First (24 hours) on 0808 800 4005.

If you would like to discuss whether or not a referral is required, please call the Professional Consultation Line on 0345 606 1499 to speak with a Multi Agency Service Hub (MASH) social worker.

If there is an allegation against a member of staff which meets the harm threshold, the Head or DSL will contact the LADO (on duty) on 0333 013 9797 or on LADO@suffolk.gov.uk

If such an allegation of child abuse involves the Head, then the DSL, Governance Lead for Safeguarding or Chair of Governors will be contacted and one of them will contact the LADO without the Head's knowledge.

To contact the NSPCC regarding a concern about the handling of a safeguarding incident within school, please visit their website - <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/> or call 0800 028 0285 or e-mail help@nspcc.org.uk



Contents:

1. Introduction
2. Safer Recruitment
3. Awareness of Child Protection Procedures
4. Procedures
5. Supporting the Pupil at Risk
6. A Safe Environment
7. The DSL
8. Key points to follow if you suspect or are told of abuse
9. Safe working practice
10. Additional Information for Registered Settings
11. Online Safety
12. Mobile Phones and Cameras Policy
13. Use of Physical Restraint and acceptable physical contact
14. Radicalisation and Extremism
15. Vetting Visiting Speakers
16. Transparency
17. Monitoring and Reviewing this Policy

Appendices:

- | | |
|------------|--|
| Appendix 1 | Helpful Information; definitions and indicators of abuse |
| Appendix 2 | Useful Links and Contacts |
| Appendix 3 | DSL Job Description |
| Appendix 4 | Fairstead House Referral Process |

Addendum

Addendum to Fairstead House's Safeguarding and Child Protection Policy – additional safeguarding arrangements during Covid-19.



Fairstead House Child Protection (Safeguarding) Policy

1. INTRODUCTION

Fairstead House fully recognises its responsibilities for Child Protection and will safeguard and promote the welfare of all children who are pupils, which includes the children in the EYFS (Nursery and Reception). Every pupil should feel safe and protected from any form of abuse. This is defined in this policy as any kind of neglect, non-accidental physical injury, sexual abuse and sexual exploitation or emotional ill treatment. This means ensuring that safeguarding and child protection are at the forefront, and underpin all relevant aspects of practice and policy development, enabling the School to operate with the best interests of the child at heart. The Governors and the School's leadership ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The School seeks to ensure that systems are in place, are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

This policy applies to all teaching and non-teaching staff, volunteers and Governors, is available on the school's website and is available to parents on request. It should be read in conjunction with the Safer Recruitment Policy (see Staff Handbook), Staff Code of Conduct Policy, Physical Intervention Policy, Anti-Bullying Policy, Behaviour Policy, Health and Safety Policy, Educational Visit Policy, Online Safety Policy, Social Media Policy and Photography Policy. It should also be read in conjunction with Keeping Children Safe in Education (KCSIE) (DfE, 2021).

Together with 'Part 1' of KCSIE 2021, staff should read 'Annex B' of KCSIE 2021 and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015) if they are working directly with children. For those staff who do not work directly with children or where English is a second language, Annex A can be issued instead but this is a matter for the governing body to decide.

This policy has been written in accordance with:

- i. The DfE guidance document 'Keeping Children Safe in Education' (KCSIE September 2021), the updated guidance provided in the document 'Working Together to Safeguard Children' (July 2018 (updated 2020)) (WTSC) and 'Early years and later years (under-8s) childcare - Disqualification under the Childcare Act 2006' (March 2015), as amended in July 2018.
- ii. Locally agreed inter-agency procedures, specifically the Suffolk Safeguarding Partnership; the school will participate as appropriate in the 'team around the child' (TAC) approach, or a 'co-ordinated offer of early help', in accordance with WTSC.
- iii. The school recognises the importance of early help in school (see section 4, Procedures) and the difference between a concern and a child in immediate danger; in each case the DSL will work in accordance with WTSC 2018 and the Suffolk Safeguarding Partnership referral thresholds.

The school is aware of the most recent DfE advice and information which dovetails with WTSC and the SEND Code 2015: Mental health and behaviour in schools (November 2018) and Counselling in schools: a blueprint for the future (February 2016).



FAIRSTEAD HOUSE

Our school also works in accordance with the following legislation and guidance:

- Education Act 2002
- Counter-Terrorism and Security Act (HMG, 2015)
- Serious Crime Act 2015 (Home Office, 2015)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations (revised 1 September 2016)
- Information sharing advice for safeguarding practitioners (HMG, July 2018)
- Data Protection Act (2018)
- Searching, screening and confiscation (DfE, updated 2018)
- Children Act 1989
- Children Act 2004
- Preventing and Tackling Bullying (DfE, 2017),
- Relationships Education, Relationships and Sex Education, and Health Education (DfE 2020)
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015) and [Multi-Agency Statutory Advice](#)

Safeguarding is everyone's responsibility and anyone can make a referral, which will usually be to the school's DSL, but can be directly to Children's Social Care, if necessary.

The school aims to:

- Ensure safe recruitment practices in checking the suitability of staff and volunteers to work with children.
- Raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases or suspected cases of abuse.
- Support a pupil who has been abused in accordance with his or her agreed child protection plan.
- Maintain a safe environment in which children can learn and develop.
- Communicate readily with Suffolk Safeguarding Partnership whenever an allegation or disclosure of abuse has been made.

The school endeavours to provide a strongly supportive pastoral environment, in which children have a range of adults to whom they can turn, should they have a concern. These include the class teacher or school wellbeing lead. Details of helplines are also available.

Teaching Pupils about safeguarding

Pupils learn about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum, including assemblies, focused events and visiting speakers. Pupils are taught to recognise when they are at risk and how to get help when they need it. We aim to ensure that they should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, and that they should never be made to feel ashamed for making a report.

2. SAFER RECRUITMENT

Fairstead House recognises the importance of following recruitment and selection procedures on the appointment of employees and volunteers which help to deter,



FAIRSTEAD HOUSE

reject or identify people who might abuse children, or are otherwise unsuited to work with them. Recruitment procedures are carried out in accordance with guidance given in 'KCSIE (September 2021)'.

To ensure safer recruitment, the procedures are designed to:

- Scrutinise applicants
- Verify identity
- Verify academic or vocational qualifications
- Obtain two professional references
- Check previous employment history
- Ensure that a candidate has the health and physical capacity for the job
- Incorporate a face to face interview
- Include a barred list and Disclosure and Barring Services (DBS) check
- Include an overseas check equivalent to the DBS check for staff appointed directly from overseas
- Verify the applicant's right to work in the UK
- Include a prohibition order check (for those who undertake 'teaching work'*)
- Prior to 1st January 2021, the school undertook an EEA prohibition check for staff appointed to do teaching work from the EEA. From 1st January 2021, the school requests a letter of professional standing from such applicants, which now applies on a worldwide basis and not just to the EEA. (see Safer Recruitment guidelines and checklist for further detail)
- Include a prohibition from management check (for the Head, and those who are on the school's leadership team)
- Include, when required, a self-declaration in respect of the Childcare Disqualification Regulations.

These procedures apply to all adults who may undertake a regulated activity (unsupervised) with the children in either a paid or voluntary capacity and any other staff where KCSIE requires checks to be undertaken. The school will verify that child protection checks and procedures listed above have been successfully undertaken for all staff employed by another organisation and who work with the school's pupils either at the school or on another site. This applies, for example, to staff at a swimming pool or an outward bound activity centre and to visiting staff running activities or undertaking sports coaching, even where such staff are paid directly by the parents.

It is the responsibility of those who work or volunteer at the school, or with the school's pupils at a different venue, to inform the Head immediately if, during the time of their engagement with the school, their circumstances change in such a way that they become disqualified from working in childcare, prohibited from teaching or in any other way barred from working with children.

Childcare Disqualification Regulations

The school will a) inform relevant staff and volunteers about the legislation, b) gather sufficient and accurate information about whether any member of staff in a relevant childcare setting is disqualified, and c) keep a record on the Single Central Register, including the date disqualification checks were completed. If a person is found to be disqualified, he or she will not be able to continue working in a role covered by the regulations. If appropriate, the school will consider a transfer to other duties. The

* 'Teaching work': a definition is provided in The Teachers' Disciplinary (England) Regulations 2012 and cited at paragraph 468 in the ISI Regulatory Handbook. The school will judge each appointment on a case-by-case basis to determine whether the role includes 'teaching work'.



school will inform Ofsted (and copy to ISI) if satisfied that a person working in a relevant setting falls within one of the disqualification criteria. If appropriate, the school will assist in the application to Ofsted for a waiver of disqualification.

A copy of the school's 'Safer Recruitment Policy' is available on request.

3. AWARENESS OF CHILD PROTECTION ISSUES

We recognise that, because of their day-to-day contact with children, staff at the school are well placed to observe the outward signs of abuse. Fairstead House will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure that children know there are adults in the school whom they can approach if they are worried or in difficulty
- Ensure that staff recognise the school's duties both to children in need and to children at risk of harm
- Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse, including keeping safe online, and to know whom to turn to for help
- Include in the curriculum material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Ensure all staff, including ancillary staff and Governors, receive comprehensive training on child protection issues, as specified by Suffolk Safeguarding Partnership, in frequency and content, not less than every three years supplemented by informal updates as required, but at least annually.
- Ensure that all staff have read and understand at least part 1 of KCSIE (September 2021); the understanding of staff will be secured by the following measures undertaken by the school:
 - Safeguarding Induction Training which talks new staff through the content in a level of depth appropriate and proportionate to the person and their role
 - INSET Training
 - Reminders in Staff Meetings
 - Other means of probing understanding, such as the Governance Lead for Safeguarding's interviews with random staff at the annual Safeguarding Review
- Ensure that all school leaders and staff that work directly with children read Annex B of KSCIE 2021 which deals with types of abuse and matters such as children missing education, child exploitation, FGM, radicalisation, forced marriage and honour based abuse.
- Ensure that temporary and voluntary staff who work with children are made aware of the arrangements, based on a risk-based approach – whereby the school assesses the level of detail with which such staff should be provided. In addition, all new staff and volunteers will receive training as part of their induction process, which will include an explanation of the systems to support Safeguarding. To ensure best practice, the DSLs for child protection will receive appropriate training, including in inter-agency working, every two years, supplemented by informal updates as required, but at least annually in



FAIRSTEAD HOUSE

accordance with locally agreed procedures and the requirements of KCSIE Annex C.

In order to ensure that new staff are fully aware of their duties regarding safeguarding, as part of the induction training for all staff, they will receive an explanation of:

- This safeguarding policy
- The staff code of conduct/behaviour policy
- The behaviour, discipline and exclusions policy for pupils
- The school's safeguarding response to children missing education
- The role and identity of the DSL and Deputies
- The school's approach to online safety

Additionally, at induction, staff must be provided with a copy of:

- This safeguarding policy
- The staff code of conduct/behaviour policy (see 10, below in this policy)
- The Children Missing Education policy (contained within Appendix 1 of this policy)
- The role of the DSL and DDSL (contained within this policy)
- Part 1 and Annex B of KCSIE (September 2021)
- The whistle-blowing policy

4. PROCEDURES

The school will follow the procedures set out by Suffolk Safeguarding Partnership and take account of guidance issued by the Department for Education (DfE), as noted above. Links to these documents can be found in Appendix 2.

Guidance from KSCIE 2021 states that procedures should be followed where it is alleged that anyone working in the school or college 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; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children, by showing transferable risk in another context e.g. mistreatment of vulnerable people in a care home.

In order to meet the aims of this policy, the school has the following measures in place:

- The school has a DSL for child protection who has received appropriate training and support for such a role and a DDSL with a similar level of training to cover in the event of absence. In the event of the DSL being the subject of an allegation, the school's response will be co-ordinated by the DDSL, who will liaise with the Governance Lead for Safeguarding.
- The Governance Lead for Safeguarding is designated by the board to oversee and monitor the school's safeguarding policy and practice through regular communication with the DSL through email and onsite visits. An annual Safeguarding Review of the school's child protection policy and procedures and of the efficiency with which the related duties have been discharged, is conducted by the governing board. As a result, any deficiencies or weaknesses in safeguarding arrangements are remedied immediately.



FAIRSTEAD HOUSE

- The school ensures that every member of staff (including temporary and supply staff and volunteers) know and understand:
 - The names of the DSL and DDSL and their roles
 - The responsibility of all staff to be alert to the signs of abuse and their responsibility for referring any concerns to the DSL.
 - The procedures identified within the school policy.
- The school ensures that parents have an understanding of the responsibility placed on the school and staff in relation to safeguarding and child protection, by publishing appropriate policies on the school's website.
- The school ensures that members of staff are aware of the need to act on concerns about the welfare of a child immediately and to speak with the DSL or DDSL in accordance with this policy. Staff need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse. The school provides child protection training within the induction programme for all new staff and volunteers. The three-yearly training for staff is provided either by the Suffolk Safeguarding Partnership, an external welfare agency acceptable to the Suffolk Safeguarding Partnership, or those who are DSLs within the school and have up-to-date inter-agency training.
- The school is committed to developing effective links with relevant agencies and cooperating as required with their enquiries regarding child protection matters. The school will deal appropriately and immediately with every suggestion or complaint of abuse. Any allegation or suspicion of abuse, from within or outside the school, will be managed in accordance with this policy and, in all proper circumstances, will be referred to an external agency for investigation. The school will not undertake its own investigations of allegations without prior consultation with the LADO(s), or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO(s) can be held informally and without naming the school or individual.

For children in need, a referral will be made to Children's Social Care and for children at risk, a referral will be made to Children's Social Care immediately. They have a duty to respond. Staff should also be alert to any child who may benefit from early help. The DSL has responsibility to take the lead in matters of early help. In particular, staff should be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect



- is at risk of being radicalised or exploited
- is a privately fostered child.

Detailed information on early help can be found in Chapter 1 of WTSC 2018 (2020).

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, following their child protection policy and speaking to the DSL or Deputy.

Relationships and Sex Education

In areas such as sexual violence, preventing and tackling bullying, behaviour, discrimination and mental health, the DSL and staff are aware that there are clear links between RSE and KCSIE. Issues within the RSE curriculum which could overlap with the DSL role include:

- Consent
- Choices
- Child Sexual Exploitation and Child Criminal Exploitation
- Unhealthy/abusive family relationships
- Internet/online safety
- Abusive intimate relationships

In accordance with the DfE guidance on the new RSE requirements (Relationships Education, Relationships and Sex Education, and Health Education DfE 2020), the school ensures that there is a strong focus on the part the school can play in keeping children safe and preventative education. Full details of our RSE curriculum can be found in the RSE Policy.

If the school brings in visitors to deliver aspects of, or topics related to the RSE curriculum, the DSL is made aware of their visit and proposed content. For further details, see section 16 of this policy.

With regard to promoting safeguarding through the teaching of Relationships and Sex Education, the DfE has produced a 'one-stop' page on GOV.UK for teachers, which includes training modules on RHSE topics and further guidance. It can be accessed here: [Teaching about Relationships, Sex and Health](#). Links to other useful guidance and resources can be found at paragraph 121 of KCSIE 2021.

Record Keeping and Information Sharing

KCSIE 2021 makes it clear that the school has clear powers to share, hold and use information for safeguarding and child protection purposes. It underlines that the Data Protection Act 2018 and GDPR do not prevent the sharing of information in order to keep children safe. Paragraph 84 states that practitioners may share such information without consent.



FAIRSTEAD HOUSE

The DSLs and staff must be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. The DfE guidance 'information sharing advice for safeguarding practitioners' (see link in Appendix 2) supports staff who have to make decisions about sharing information.

Where there is a concern about a member of staff, the referral will be made to the local authority designated officer, or team of officers (LADO) within one working day. Other agencies may be contacted, such as the child protection unit of the police (CPU) or the NSPCC, in accordance with the procedures published by Suffolk Safeguarding Partnership. If a crime has been committed, the matter will be reported to the police and, in cases of serious harm, the police will be informed from the outset.

When following up incidents, disclosures or allegations, staff will consider the welfare of all children. Where it is deemed necessary to speak with pupils, those involved will be offered the option of having another adult present. Where allegations are of a serious nature, parents or guardians will routinely be invited to attend, unless the allegation is of a nature where their presence may cause greater upset or jeopardise any possible police action.

The school will maintain written records of concerns, discussions and decisions made, and the reasons for those decisions, about children even when there is no need to refer the matter immediately. If the latter is the case, the school's record-keeping will include an explanation of why it was considered that the threshold for referral was not met.

The school ensures that all records are kept confidential and stored securely in locked locations, separate from the main pupil file. Since September 2021, records have been kept electronically, on MyConcern; a purpose-built, secure platform.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

If a person reporting a concern is in doubt about recording requirements, he or she should discuss the matter with the DSL or DDSL.

On making a referral, the school can expect the local authority to make a decision within one working day about the type of response that is required, letting the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

The school should follow the matter up with the local authority if information is not forthcoming.



FAIRSTEAD HOUSE

For further information on action to be taken in relation to safeguarding concerns staff can refer to the flowchart on page 17 of KCSIE 2021.

The school maintains and operates practices which promote this policy and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations. In this respect, the school acknowledges the updated guidance provided in Part 4 of the DfE document KCSIE (September 2021).

The school ensures safe recruitment practices are carried out and that key staff have undertaken safer recruitment training; this needs to be renewed every three years. All interview panels will include at least one person who has undertaken such training.

The school takes all practicable steps to ensure that school premises are as secure as circumstances permit.

The school ensures that the duty of care towards pupils and staff is promoted, by raising awareness of illegal, unsafe and unwise behaviour and assists staff to monitor their own standards and practice.

The school has a culture of safety and reflective practice, where staff are valued and concerns can be raised, including about poor or unsafe practice and potential failures in the school's safeguarding regime. Its whistleblowing policy is available as part of the staff handbook. Staff are made familiar with the policy through staff training. Whistleblowing is covered in the school's staff code of conduct and its programme of induction for new staff. The Whistleblowing Policy is available separately to those who work or volunteer at the school but are not employees of the school.

The school operates robust and sensible health and safety and fire protection procedures.

The school is alert to the medical needs of all children (particularly those with specific requirements).

The school ensures that there are clear lines of communication for information sharing between the DSL and teachers in relation to vulnerable children, including any with a protected characteristic. Similarly, where a child is in foster care or living in a children's home, there are clear lines of communication with the foster carers/children's home manager.

Where an allegation against an individual not directly employed by the school, and where its disciplinary procedures do not fully apply, the school will ensure allegations are dealt with properly, including liaison with the LADO to establish a suitable outcome. Schools should seek the support of governance to establish appropriate steps. The agency responsible for the individual should be involved, although the school should lead, and ensure that the individual subject to the allegation receives appropriate support, either through union or colleague representation. The support of the LADO should be assisted to advise on information sharing. The school should ensure that agencies and their staff are aware of the procedures for managing allegations.

IN THE EVENT OF AN ALLEGATION OR A DISCLOSURE BY A CHILD, THE FOLLOWING WILL BE CONSIDERED:

a) INITIAL COMPLAINT

A member of staff suspecting, or hearing a complaint of, abuse:



FAIRSTEAD HOUSE

- Must listen carefully to the child and keep an open mind.
- Must not take a decision as to whether or not abuse has taken place.
- Must not ask leading questions, that is, a question which suggests its own answer. "Use the TED Questions" formula below.
- Must reassure the child but not give a guarantee of absolute confidentiality.
- Must explain the need to pass the information to a DSL, who will ensure that the correct action is taken.
- Must keep a sufficient written record of the conversation, ideally online through MyConcern, but if necessary, on 'logging a concern' sheets as previously. The record must include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should use names, not initials, and if recorded on paper, should be signed by the person making it.
- Must send the concern through MyConcern, or keep the paper record secure and hand it to the DSL.

TED Questions:

Tell me about this

Explain what happened

Describe this to me

b) PRESERVING EVIDENCE

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved.

c) REPORTING

A member of staff needs only reasonable cause for concern in order to act. One sentence from the child, indicating abuse or non-accidental injury, provides staff with reasonable grounds and is sufficient for them to act. This may also apply if clear information comes from a sibling or another adult. The collation of what may seem to be 'minor' concerns may lead to a bigger picture and the referral by the DSL to the Suffolk Safeguarding Partnership and/or a criminal investigation; it is in the best interests of pupils for staff to report any concern, however minor, if they are in any doubt. However, as many of the signs of child abuse are also commonly associated with other medical, social or psychological problems, a member of staff may naturally wish to discuss some initial concerns with the DSL. All suspicion or complaints of abuse must be reported only to the DSL, or if it involves the DSL, to the DDSL, who will liaise with the Head, (unless the Head is the subject of the suspicion or complaint) as soon as is practicably possible and at latest by the end of the day, noting what was said or seen (if appropriate, using a body map[†] to record), giving the date, time and location. This will be done online through MyConcern, or if necessary, using a log of concern (available from the staff room and staff toilets). All records will be dated (and signed) and will include the action taken. This is then passed to the DSL (or DDSL) online or by hand, who will decide on appropriate action and record this accordingly

Any member of staff can also refer cases of suspected abuse or allegations to the Suffolk Safeguarding Partnership directly. Safeguarding contact details are

[†] Use of a body map should not be seen as an encouragement for staff to conduct their own investigation and staff should not seek to examine parts of a child's body that would not normally be visible.



FAIRSTEAD HOUSE

displayed in the school and nursery to ensure that all staff members have unfettered access to safeguarding support.

d) ACTION BY THE DSL:

When a record of a safeguarding concern is passed to the DSL, the DSL will record the time and date the record of concern was received. The DSL will assess the concern and, taking into account any other safeguarding information known about the child, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached. If the DSL is unsure whether the threshold has been met, they will contact the MASH Professional Consultation Line for advice (0345 606 1499). Where appropriate, the DSL will complete and submit the SSP multi agency referral form (MARF) (available on the SSP website).

Where the DSL believes that a child or young person may be at imminent and significant harm risk of harm they should call Customer First immediately and then complete the SSP MARF within 24 hours to confirm the referral. In these circumstances, it is important that any consultation should not delay a referral to Customer First.

Where a safeguarding concern does not meet the threshold for completion of a MARF, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.

If appropriate, the child may well be told what action is being taken and what will happen next. Allegations against someone in a position of trust are the only cases that must all be reported to the LADO.

The DSL's options for action include:

- managing any support for the child internally via the school or college's own pastoral support processes
- an early help assessment or
- a referral for statutory services, for example, as the child might be in need, is in need, or suffering or likely to suffer harm

Action taken may also include:

- Sharing information with the Head, Governance Lead for Safeguarding, Chair of Governors or DDSL
- Contacting the parents or carers
- Calling an internal pastoral meeting to discuss the situation – all appropriate persons would be invited. At this point a pastoral care plan may be instigated.

The action to be taken will take into account:

- The Fairstead House Child Protection (Safeguarding) Policy.
- The procedures published by Suffolk Safeguarding Partnership
- The nature and seriousness of the suspicion or complaint. Any complaint involving serious harm or a serious criminal offence will always be referred to the Suffolk Safeguarding Partnership, the LADO (if the person under suspicion is in a position of trust) and the police without further investigation within the school.
- The wishes of the pupil, who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times, if the pupil is suffering or is a risk of suffering significant harm,



FAIRSTEAD HOUSE

when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes. The welfare of the child is paramount.

- The wishes of parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. However, parental consent is not required for referrals to statutory agencies. This may be the necessary course of action after all appropriate consultation.
- Any concern from the DSL that disclosing information to parents would put a child at risk. In this case, he or she will take further advice from the relevant professionals before making a decision to disclose.
- Duties of confidentiality, so far as applicable.
- The lawful rights and interests of the school community as a whole including its employees and its insurers.

e) REFERRAL GUIDELINES

When deciding whether to make a referral, following an allegation or suspicion of abuse, the head and DSL should not make their own decision over what appear to be borderline cases, but rather the doubts and concerns should be discussed with the Suffolk Safeguarding Partnership. This may be done tentatively and without giving names in the first instance.

What appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus the school should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse. However, if sufficient concern develops that a child may be suffering or is at risk of suffering significant harm, a referral will be made without delay.

Contextual Safeguarding: Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL or deputy need to consider the context within which such incidents and/or behaviours occur. Known as contextual safeguarding, this simply means that assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to the child's safety and/or welfare. Children's social care assessments should consider such factors, so it is important that the school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. A link to further information on contextual safeguarding can be found in Appendix 2.

f) ALLEGATIONS AGAINST STAFF, VOLUNTEERS OR THE HEAD

When dealing with allegations against the Head or staff (including volunteer or agency/supply staff), the school aims to strike a balance between the need to protect children from abuse, placing children first, and the need to protect the adult from false or unfounded allegations;

The school will follow the guidance in Part 4 of KCSIE (September 2021) and will act in accordance with statutory guidance and the Suffolk Safeguarding Partnership procedures in respect of allegations against an adult working with children (in a paid or voluntary capacity), and seek advice from their HR provider.



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KCSIE 2021 divides allegations into two categories: allegations that may meet the harms threshold (section 1), and those which do not meet the harms threshold (known as low-level concerns) (section 2).

Allegations that may meet the harms threshold:

Any allegation of abuse made against a member of staff, that meets the harms threshold as set out in KCSIE 2021, will be reported immediately to the Head, or, in his absence, the Governance Lead for Safeguarding or the Chair of Governors. Where a member of staff considers that there is a conflict of interest in reporting the case to the Head, they should contact the Governance Lead/Chair of Governors or LADO directly.

In cases where the Head is the subject of an allegation, it will be reported to the Governance Lead for Safeguarding or the Chair of Governors, without consultation with the Head, who will engage with the DSL and LADO as appropriate.

Before contacting the LADO, the school will conduct basic enquiries in line with local procedures (e.g checking the presence of the child and member of staff at the time, whether there were any witnesses, or CCTV) to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. Further information into the nature of these enquiries can be found in KCSIE 2021.

Where the school identify a child has been harmed they will contact children's social care and as appropriate the police immediately.

The Head or Governance Lead for Safeguarding/Chair of Governors will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

The school will consider:

- Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupil or pupils concerned and the need for a full and fair investigation. If a decision is taken that a member of staff is suspended during the investigation the school recognises that this does not infer guilt. Under these circumstances any suspension is a 'neutral' act and no action should be viewed as an expression of opinion or judgement.

In the event of any person (in any capacity, whether employed, contracted, a volunteer or student) leaving the school as a result of their being considered unsuitable to work with children, or who has harmed or poses a risk of harm to children, the school will report this to the Disclosure and Barring Service (DBS) promptly, within one working week. This applies equally to anyone who would have been removed from the school had he or she not left earlier. The school recognises that the Governors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but do not have to find it from other sources.



FAIRSTEAD HOUSE

If the alleged misconduct is so serious that it warrants a decision on whether the teacher should be prevented from teaching, a referral will be made to the Teaching Regulation Agency (TRA). A referral can be made in relation to anyone who is undertaking 'teaching work'. The TRA can put an interim prohibition order in place to prevent a teacher from teaching until the case has been fully investigated. The school has a statutory duty to consider referral of cases involving serious professional misconduct to TRA and also 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 for such a referral include situations where the member of staff has been dismissed for unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for a relevant offence. Referrals may also be made to the TRA by the Police or the DBS. Matters reported by the school to the DBS may require a separate referral to TRA.

Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in 'Teacher misconduct: the prohibition of teachers (October 2018)'. Further guidance and a referral form are published on the TRA website.

The school will follow the guidance in Part 4 of the DfE document KCSIE (September 2021) to ensure that:

- Procedures are applied with common sense and judgement (whereas before schools had to follow the required procedures closely)
- Allegations found to be malicious are removed from personnel records (whereas before all allegations had to be retained)
- Records are kept of all other allegations but any that are not substantiated, are unfounded or malicious should not be referred to in employer references (whereas before details of all allegations had to be passed on in references).

Further detail with regards to the procedures for dealing with allegations of abuse against staff are available from the School.

Resignations and "Compromise Agreements"

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. A referral to the DBS *must* be made, if the criteria are met. The School will consider whether a referral to the Secretary of State, via the TRA, for professional misconduct is appropriate, to consider prohibiting the individual from teaching. A 'Settlement' or 'Compromise' agreement, by which a person agrees to resign if the employer agrees not to pursue disciplinary action and both parties agree a form of words to be used in any future reference, must not be used, where there are allegations that indicate the person is a risk or poses a risk of harm to children or deemed not suitable to work with children. These referrals are a legal duty if the conditions are met.

Allegations that do not meet the harms threshold (low level concerns):

The School has policies and procedures in place for dealing with concerns, including allegations, which do not meet the harm threshold (as defined above). Such concerns may arise from a range of sources, including suspicion or complaint, or a disclosure from a child, a parent, a member of staff or another adult. A concern may also arise from the undertaking of vetting checks. The School will follow its procedures to identify, undertake and record any necessary action. Such procedures include, but are not limited to;

- complaints procedure



- staff code of conduct
- staff disciplinary and grievance procedures
- this policy

As part of its safeguarding procedures, the School promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the School (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. The term 'low level' does not mean that a concern is insignificant, but defines it as not meeting the 'harm threshold' as cited above. Such a concern, however small, may indicate that a member of staff, supply staff or a volunteer may have acted in a way that;

- is inconsistent with the staff code of conduct
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- not following the procedure of appropriate sanctions in the behaviour policy
- using inappropriate sexualised, intimidating or offensive language.

Further examples of low level concerns can be identified in the staff code of conduct, which should be consulted for more detailed information. It is important that any such concerns are reported through the usual channels, usually to the Head, as relevant. Where low level concerns are substantiated, the school will respond in a positive, sensitive and proportionate manner, undertaking any necessary action, including supporting the individual in correcting any unsuitable behaviour at an early stage.

Any low level concerns or allegations relating to agency supply staff or third party employees will also be reported to their employers so that appropriate action can be taken and any patterns of inappropriate behaviour across different institutions can be identified.

Details of low level concerns or allegations will be recorded in writing, the record including the details and context of the concern, the person reporting the concern and any action taken. If the individual who reports the concern wishes to remain anonymous, this should be respected as far as reasonably possible but their identity will need to be known to the Head or DSL as a minimum. Records will be held securely and kept confidential, in line with data protection requirements. Records will be reviewed on a periodic basis so that any potential patterns can be identified. If such a pattern is identified, the school will decide what action should be taken, including consideration of whether to deal with the situation under part one of this procedure, above. Consideration will also be given to whether a pattern gives rise to any issues relating to the culture of the school, which will result in appropriate action being taken, including the provision of additional training. Records will be retained in accordance with the school's retention of records and information policy, usually at least until the person leaves the school's employment. Details of low level concerns or allegations will not be included in references, since KCSIE notes that only substantiated safeguarding allegations should be mentioned in such a situation.

The School ensures that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with



pupils and parents/carers as advised within the Code of Conduct and 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019).

Further notes on responding to a low level concern or allegation

This section of the policy serves as the school's Low Level Concerns Policy, and should be read in conjunction with the staff code of conduct, and other relevant school documentation. In responding to a low level concern, the Head (or in delegation, the Nursery Manager when appropriate), will

- speak directly to the person who raised the concern, unless it has been raised anonymously, or identified by the Head/Nursery Manager him/herself
- speak to the individual involved and any witnesses
- use the information to help categorise the behaviour which causes concern and determine what further action may be needed; implement such action
- keep a record, as detailed above, including the rationale for decisions and action taken.

g) ALLEGATIONS AGAINST PUPILS (including Peer-on-Peer abuse)

Introduction:

This section includes topics covered in KCSIE Part 5: Child on Child Sexual Violence and Sexual Harassment, which all staff who work with children are advised to read.

The School takes a zero-tolerance approach in relation to all possible peer-on-peer abuse, including sexual violence and sexual harassment. In *all* cases, the recording and investigation process is the same as for any other safeguarding concern (see p12 of this policy). Additional advice on handling a report or concern of peer-on-peer abuse is given below.

Peer-on-peer abuse can take on many forms, including:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling
- otherwise causing physical harm
- sexual violence and sexual harassment
- sexting, and the consensual and non-consensual sharing of nudes and semi-nude images and/or videos (see the guidance here: [Sharing nudes and semi-nudes: advice](#))
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- initiating/hazing type violence and rituals
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Upskirting, which typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender, can be a victim.
- Abuse within intimate partner relationships



Challenging inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children should be free from harm by both adults and other pupils. Safeguarding training for staff, including familiarity with this policy, raises their awareness of the indicators of peer-on-peer abuse and identifies the procedures for reporting concerns, taking action and also the school proactive measures to guard against such abuse taking place. Even if there are no reports, it does not mean peer-on-peer abuse 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 report them to the DSL or DDSL. The school's response to a report of sexual violence or sexual harassment is particularly important. It can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. The [Ofsted Review into Sexual Abuse in Schools and Colleges](#) (September 2021), recognises the enormity of peer-on-peer abuse and confirms the need for adults to better support young people so that they feel able to tell those who can help when they have been subjected to harmful behaviours. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they know they will be supported and kept safe.

The school holds and promotes a clear view that sexual violence and sexual harassment are never acceptable and will not be tolerated.

The school's procedures in relation to minimising peer on peer abuse follow the DfE advice to adopt a "whole school" approach, involving all staff, pupils, governors and parents, as part of the school's broad approach to safeguarding. Central to such an approach are (i) staff training so that staff know what to do if they have a concern about a child and (ii) a planned curriculum and extra-curricular programme, including assemblies, which takes a preventative approach through the setting of values and standards and the promotion of the fundamental British values, notably in this context, of respect and tolerance. Through the wider curriculum, including Sex and Relationships Education and PSHE (Personal, Social, Health and Citizenship Education), the school aims to provide pupils with an understanding appropriate to their age and stage of development of issues such as:

- healthy and respectful relationships
- what respectful behaviour looks like
- consent
- gender roles, stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment are always wrong
- addressing cultures of sexual harassment.

Sexual violence and sexual harassment can occur between two children or a group of children of any age and sex. They may be physical and/or verbal and may occur online and offline. Children who are victims will likely find the experience stressful and distressing and their educational attainment could be negatively affected, particularly if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment are never acceptable and the school will take all matters seriously and offer victims appropriate support. They will be considered as incidences of abuse and will not be tolerated. In particular, reports will not be allowed to be passed off, either by pupils or staff, as;



- banter
- just having a laugh
- part of growing up
- boys being boys

Research shows that it is more likely that girls will be the victims of sexual violence or harassment and more likely that boys are the perpetrators. Children with SEND are three times more likely to be abused than their peers. Further information is available in Part 1.4 of the DfE guidance, cited above. Such behaviour must be challenged, since it is normalised by being dismissed or tolerated.

Definitions: In this context, *sexual violence* is as defined in the Sexual Offences Act 2003. *Sexual harassment* is defined as unwanted conduct of a sexual nature that can occur wholly or partly online and offline. Sexual harassment is likely to:

- violate a child's dignity
- make him or her feel intimidated, degraded or humiliated
- create a hostile, offensive or sexualised environment.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. It can include:

- sexual comments, (such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names)
- sexual "jokes" or taunting
- physical behaviour, (such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature)
- online sexual harassment, (which may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence). It may include:
 - non-consensual sharing of sexual images and videos[‡].
 - sexualised online bullying
 - unwanted sexual comments and messages (including on social media)
 - sexual exploitation (coercion and threats).
- 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.).

Harmful sexual behaviour is a term used to describe behaviour which is beyond that which is normal and developmentally expected, and can be problematic, abusive or violent. It can occur online and/or offline and should be considered in a child protection context. For further information, refer to the NSPCC guidance and the Brook 'Sexual Behaviours Traffic Light Tool' (see links in Appendix 2).

Handling a concern: A pupil reporting sexual violence or sexual harassment will be offered support and every effort will be made to ensure that his or her education is not disrupted. Reports of sexual violence and sexual harassment are likely to be

[‡] UK Council for Child Internet Safety (UKCIS) sexting advice provides detailed advice for schools and colleges; (refer to links in Appendix 2).



complex, requiring difficult professional decisions to be made, often quickly and under pressure. Staff are provided with training to facilitate a calm and considered response to any concern.

A member of staff who receives a report of sexual violence or sexual harassment will take action in line with the standard guidance for dealing with disclosures, as identified in this policy. As with all concerns about the welfare of a child, all staff should act in the best interests of the child. The child making the report will be reassured, supported, taken seriously and kept safe. He or she should never be given the impression that reporting causes a problem, or be made to feel ashamed for making a report. In some cases, a third party, such as a friend, rather than the victim, may make the report. In such cases the same procedures will be followed, and it is important that the school understands why the victim has chosen not to make the report personally.

In overseeing the management of the concern, the DSL will consider, in line with overall safeguarding guidance, whether a referral should be made to children's social care and, where a crime may have been committed, will make a referral to the police.

The principles for handling a report of sexual violence or sexual harassment remain the same if the incident is alleged to have taken place off the school premises, or to have involved pupils from more than one school. In the latter case, appropriate information sharing and effective multi-agency working are especially important.

If possible, a report will be managed with two members of staff present, (preferably one of them being the DSL or deputy). However, this might not always be possible. The DSL should be informed as soon as practically possible, if he or she is not involved in the initial report. If the report involves illegal images of children, it is a key consideration that staff should not view or forward such images. If viewing such an image is unavoidable, the UKCIS advice (see link in Appendix 2) provides more details on what to do.

When there has been a report of sexual violence, the DSL or deputy should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially his or her protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school

The risk assessment will be recorded and kept under constant review. Full details of the matters for the DSL to consider in managing a report are given in paragraph 61 onwards of the DfE guidance cited above. In summary these are:

- the wishes of the victim in terms of how he or she wants to proceed
- the nature of the alleged incidents
- the ages and developmental stages of the children involved
- any power imbalance between the children
- whether the incident is a one-off or a sustained pattern of abuse
- any ongoing risks to the victim
- any other related issues and wider context

The school may decide that the children involved do not require statutory interventions but may benefit from early help, as noted in the introduction to this policy, in which case, the process will be followed, as described in "Working Together



to Safeguard Children". In all situations, concerns, discussions, decisions and reasons for decisions will be recorded, according to normal safeguarding procedures.

Supporting the victim; further guidance: Further information and useful links to additional documentation can be found at paragraph 66 of the DfE guidance.

Safeguarding and supporting the alleged perpetrator: Due consideration will be given to the support and safeguarding needs of the alleged perpetrator. Children abusing other children may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school. The school will consider the balance of safeguarding the victim and providing the alleged perpetrator with an education, safeguarding support as appropriate and implementing any disciplinary sanctions. These will be considered on a case-by-case basis. A pupil against whom an allegation of abuse has made may be suspended from the school during the investigation, as determined by the Head in discussion with the DSL. Careful liaison with children's social care and the police, as appropriate, will aim to ensure that any action taken by the school will not prejudice an investigation and/or any subsequent prosecution. It is also important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a high level of support to help understand and overcome the reasons for such behaviour and help protect other children by limiting the likelihood of abusing again. The school will work with professionals as appropriate to provide support and to help alleged perpetrators understand and overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again. Disciplinary action and appropriate support are not mutually exclusive; they can and should occur at the same time, where necessary.

In addition to the procedures in this policy, the school's policy on behaviour, discipline and sanctions will apply. A bullying incident will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm.

Working with parents: The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence, though this might not be necessary or proportional in the case of sexual harassment. This will be considered on a case-by-case basis. The exception to this requirement is if there is a reason to believe that informing a parent or carer will put a child at additional risk. Careful consideration, based, where appropriate, on advice from relevant agencies, will be given to what information is provided to the respective parents or carers about the other child involved and when this is provided. Further details on working with parents can be found in the DfE guidance, starting at paragraph 71.

Safeguarding other children: The school will consider carefully the safeguarding needs of other children, particularly any who may need support due to having witnessed sexual violence. Following an incident, it is likely that other children will 'take sides' and the school will be vigilant to do all it can to ensure that the victim, alleged perpetrator and any witnesses are not bullied or harassed, including via social media.

h) SUSPECTED HARM FROM OUTSIDE THE SCHOOL:

A member of staff who suspects that a pupil is suffering harm from outside the school should seek information from the child with tact and sympathy using "open" and not leading questions (see TED questions, in a), above). A sufficient record should be made



of the conversation and passed to the DSL for child protection, through MyConcern or using a 'logging a concern' form.

i) PUPILS WITH SEND

Children with SEND can face additional Safeguarding challenges and there may be additional barriers to recognising abuse and neglect in this group of children. This may include

- Assumptions that indicators of possible abuse such as behaviour, mood or injury relate to the child's disability without further exploration
- Children with SEND being disproportionately impacted by issues such as bullying without showing any outward signs
- Children with SEND being unable to communicate instances of possible abuse

The school's behaviour and anti-bullying policies make specific reference to dealing appropriately with SEND. Staff should be vigilant in relation to the bulleted points above, reporting any concerns to the DSL.

j) LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The school's governance ensures that staff have the skills, knowledge and understanding to keep looked after children and previously looked after children (since they remain vulnerable) safe. In particular, this involves ensuring that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Staff should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child's social worker.

When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children. Where there is a looked after, or previously looked after child at the school, a designated teacher will be appointed, who will work with local authorities to promote the educational achievement of such pupils. He or she will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The school will provide appropriate training for such a role.

Staff recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. The school takes these needs into account when making plans to support pupils who have a social worker.

5. SUPPORTING THE PUPIL AT RISK

The school recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. The school may be the only stable, secure and predictable element in the lives of children at risk. However, when at school their behaviour may be challenging and defiant and they may be withdrawn.



The school will endeavour to support the child through:

- The content of the curriculum to encourage self-esteem and self-motivation.
- The PSHE programme, through which pupils will, according to their age and stage of development, learn to develop a healthy, safer lifestyle by being able to:
 - Recognise and manage risks in different situations and then decide how to behave responsibly.
 - Judge what kind of physical contact is acceptable and unacceptable.
 - Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure, including knowing when and where to get help.
 - Be assertive to help resist unhelpful pressure.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable and that they are valued and not to be blamed for any abuse which has occurred.
- The PSHE programme, assemblies and other occasions, together with the watchfulness of staff and the training they receive, in respect of issues such as mental health, body image, eating disorders, female genital mutilation (FGM), self-harm and radicalisation. (refer also to Section 15)
- Liaison with other agencies who support the pupil such as Social Services, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology Service.
- All children knowing that there are adults to whom they can turn to if they are worried, including their class teacher, (key person and room leader at the nursery), any member of staff, their parents and the wellbeing lead.
- Advice being displayed as to where pupils can seek help.
- Close monitoring of attendance, identifying patterns and concerns relating to children missing from school.
- The careful vetting of visiting speakers to ensure that the content of what they intend to say is appropriate in relation to the school's ethos and fundamental British values.
- Drawing up a child protection plan, in consultation with other agencies, if appropriate, to identify strategies to assist a child.
- Keeping records and notifying the Suffolk Safeguarding Partnership, as appropriate, as soon as there is a recurrence of a concern.
- The appropriate transfer of information to the next school or setting when a pupil on the child protection register leaves the school. If the school does not know where the pupil has moved to, the contact for Children Missing Education will be contacted as soon as possible.
- The appropriate transfer of information to a new school or setting when a pupil leaves the school whenever the school has recorded child protection concerns.
- When required, the school will contribute to inter-agency working, as noted in the statutory guidance, Working Together to Safeguard Children 2018, providing, for example, an offer of help and/or by contributing towards an inter-agency assessment, in accordance with the Children Act 1989, to ensure a coordinated offer of early help when additional needs of children are identified.



- The school will contribute to inter-agency plans to provide additional support to children subject to child protection plans and will allow access for Children's Social Care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a Section 17 or Section 47 assessment. For further information, see KCSIE (September 2021), paragraphs 17 and 31, and Working Together to Safeguard Children July 2018; (see links in this policy in Appendix 2).

The school recognises the requirement, from October 2015, for teachers[§] to report to the police any cases or suspected cases of FGM. Nevertheless, all staff should liaise with the DSL with regard to any concerns about FGM (unless there is a reason not to do so). The police will be informed and Children's Social Care involved, as appropriate. At no time will staff examine pupils to confirm this.

6. A SAFE ENVIRONMENT

The school recognises the need to provide a safe environment in which children can learn and develop. To facilitate this, the school will:

- Assess school activities and all areas of the school for risk and keep records.
- Ensure appropriate security at all points of access to the premises
- Not lock internal doors in areas being used by pupils;
- Fit, where possible, glass panels into the doors of classrooms, music practice rooms and other appropriate areas.
- Ensure that all visitors to the school are required to sign in at reception on arrival. Visitors will be required to wear their identity badges or be issued with school visitor badges upon verification of their identity.
- Ensure that staff are vigilant and will either report unidentified visitors immediately to the school office or challenge the person directly if safe to do so. At times when the office is closed, staff should alert the Head or other senior staff on duty.
- Be aware that there are occasionally times when large numbers of unknown visitors may be on site (e.g. fixtures, open mornings, plays or concerts). On these occasions, it is not expected that all these visitors will wear badges and only visitors found in areas inappropriate to the event or whose behaviour causes concern will be reported or challenged.
- Ensure that all staff are aware of the 'Procedure for management of visitors', as outlined in the Staff Handbook.

Private Fostering

KCSIE 2021 notes that there is a mandatory duty to report to the local authority where a private fostering arrangement is known or suspected. A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

[§] "Teachers", here refers to anyone undertaking 'teaching work', as defined in The Teachers' Disciplinary (England) Regulations 2012, as explained in the ISI commentary on the regulations. This definition includes such persons as teaching assistants, sports coaches and visiting instrumental music staff.



Use of the premises and facilities for non-school activities (hiring and rental arrangements)

Should the School hire or rent out its premises or facilities to outside organisations (for example sports clubs, music groups and community groups), arrangements are put in place aiming to ensure that the School's pupils remain safeguarded. If services are provided on the premises by another body, the School ensures that assurance has been sought from the body responsible that appropriate safeguarding and child protection policies are in place and that arrangements are in place to liaise with the school on these matters, as appropriate. The School will make arrangements to inspect the outside body's safeguarding arrangements periodically. The School ensures that safeguarding requirements are included in lease or hire agreements with outside bodies as a condition of use and occupation of the premises, and that failure to comply with this would lead to the termination of the agreement.

Elective Home Education

For some years it has been a requirement that schools report to the Local Authority the details of any pupil taken off roll, including when parents choose to home educate their child(ren). KCSIE now recommends that, where a parent/carer has expressed an intention to remove a child from school with a view to educating at home, Local Authorities, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

7. THE DSL

The school has appointed an experienced and suitably qualified member of staff who is a member of the Senior Leadership Team as DSL, to be responsible for matters relating to child protection and welfare, and a DDSL with similar training to act in their absence and take the lead should an allegation be made against the DSL.

The DSL and Deputy develop a complete safeguarding picture and are the most appropriate people to advise on the response to safeguarding concerns. The responsibilities of the DSL and DDSL are provided in job descriptions specific to this aspect of their school role. The full DSL job description can be found in Appendix 3, covering requirements and responsibilities in the following areas:

- General role
- Knowledge and understanding
- Training and supporting staff
- Information sharing and working in partnership
- Ethos and curriculum

8. KEY POINTS TO FOLLOW IF YOU SUSPECT, OR ARE TOLD OF, ABUSE:

Staff should remember that the priority is to protect the child;

- Take the matter seriously
- React calmly and listen carefully
- Observe but do not judge
- Don't stop the child who is freely recalling significant events
- Write brief notes, including exact words used – at the time if you can do, or as soon as possible afterwards.



FAIRSTEAD HOUSE

- Reassure the child that he or she has done the right thing in telling you
- Indicate the action you will take and make it clear that you will have to tell the DSL so that they can help.
- Immediately tell the DSL (unless they are themselves accused or suspected)
- If the child comes back to talk at a later stage, don't comment or advise; ensure that you listen, record and reassure the child.

As a member of staff, it is essential to remember not to:

- Interrogate the child or ask leading questions that might give your own ideas of what might have happened (e.g. "did he do X to you?") – just ask "what do you want to tell me?" or "is there anything else you want to say". Refer to the TED questions in 4(a) above.
- Insist on taking the child to the DSL
- Promise confidentiality
- Ask a child outright if he or she or others have suffered abuse
- Criticise the alleged perpetrator.
- Contact the parents yourself
- Speak to anyone about whom allegations are made, including colleagues
- Attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc – social services and police staff are the people trained to do this – you could cause more damage and spoil possible criminal proceedings.
- Think abuse is impossible in your school or group, or that an accusation against someone you know well and trust is bound to be wrong.

9. SAFE WORKING PRACTICE within the CODE OF CONDUCT FOR STAFF

Staff, volunteers and helpers need to think and act carefully to avoid situations that could lead to difficulties or embarrassment or accusations. The following points are intended to provide some guidance:

- All who work with children must ensure that the children feel equally valued; favouritism, real or inferred, causes feelings of alienation and can be misconstrued.
- Staff who have concerns about the conduct of others, in respect of their engagement with children, should have the confidence that they are safe to raise their concerns and their view will be taken seriously. Staff should refer to and follow the procedures detailed in the whistleblowing policy, found in the staff handbook.
- Staff should not take children out on their own, and should refrain from forming personal relationships exclusively with one individual.
- Staff should take all reasonable steps to ensure that any behaviour on their part cannot be construed as a breach of trust, staff should ensure that they maintain professional boundaries in their relationships with pupils, parents and each other; including in social situations outside the school.
- Staff should take care that any electronic communication with pupils is wholly appropriate, does not constitute a breach of trust and is in accordance with Online safety guidance included in Section 11 of this policy. Staff must not befriend pupils on social networking sites.
- Conversations and behaviour should be friendly but not over familiar. Young people are more comfortable with an adult in role than an adult who seeks to be 'one of the gang'.



FAIRSTEAD HOUSE

- Responsible and appropriate use of authority provides stability and security.
- All children should be treated with dignity and respect in attitude, language use and actions.
- Respect the privacy of the children.
- Staff should respect the confidentiality of school information and data, including documentation and verbal communication
- Staff have a duty to uphold fundamental British Values
- Avoid questionable activity e.g. rough, sexually provocative games and comments.
- Ensure that correct safeguards are in place to cover 'one to one' situations. This may include individual coaching, instrumental music tuition, administering of first aid, nappy changing, conveying pupils by car, etc. One to one situations have the potential to make a child more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them.
- Make sure that the only people allowed into an activity are the adults assigned to the group. You should not allow others to have free access unless they have a specific reason e.g. guest speaker, maintenance person.
- Physical contact should reflect the child's need not the adult's.
- Physical contact should be age appropriate and generally initiated by the child not the adult.
- Physical contact should take place only in public.
- Children have the right to decide how much physical contact they have with others, except in exceptional circumstances when they need medical attention.
- Any act of restraint involving physical contact must be recorded in writing and the Head notified immediately. The Head will notify parents on the same day, or as soon as practicable thereafter. In the event the Head is involved this should be passed to the Governance Lead for Safeguarding or Chair of Governors. A record of such incidents will be kept.
- Physical contact must be in accordance with the school policy on reasonable force and physical restraint (Behaviour, Discipline and Exclusions Policy), further details of this can be found in Section 14 of this policy, below.
- Staff should monitor one another in the area of physical contact. They should be free to help each other by pointing out anything that could be misunderstood.
- Guidelines for intimate care are provided in the Intimate Care and Toileting Policy

More detailed information is available to all staff through the document 'Guidance for safer working practice for adults who work with children and young people', (see Appendix 2) The guidance identifies many key areas where adults can protect themselves from allegations.

10. ADDITIONAL INFORMATION FOR REGISTERED SETTINGS

The school will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action



taken in respect of these allegations. This will take place as soon as is reasonably practicable, but at the latest within 14 days.

11. ONLINE SAFETY POLICY

Fairstead House believes in the educational benefits of curriculum Internet use. Good planning and management that recognises the risks will help to ensure appropriate, effective and safe pupil use. In delivering the curriculum, teachers need to plan to integrate the use of communications technology such as web-based resources and e-mail in order to enable pupils to learn how to locate, retrieve and exchange information using ICT. Computer skills are vital to access life-long learning and for future employment.

Most technologies present risks as well as benefits. Internet use for home, social and leisure activities is expanding and being used by all sectors of society. This brings young people into contact with a wide variety of influences, some of which could be unsuitable. It is important that schools, as well as parents, adopt strategies for the responsible and safe use of the Internet. The teaching of safeguarding, within and beyond the curriculum, includes the teaching of online safety to raise children's awareness of the issues and develop their capacity and resilience in dealing with them.

Core Principles of Internet Safety

The Internet has become as commonplace as the mobile phone or TV and its effective use is an essential life-skill. Unmediated Internet access brings with it the possibility of placing pupils in embarrassing, inappropriate and even dangerous situations. This policy aims to help to ensure responsible use and the safety of pupils. It is built on the following five core principles:

Guided educational use

Significant educational benefits should result from curriculum Internet use including access to information from around the world and the ability to communicate widely and to publish easily. Internet use should be planned, task-orientated and educational within a regulated and managed environment. Directed and successful Internet use will also reduce the opportunities for activities of dubious worth.

Staff are guided that, in relation to the age and maturity of the pupils when setting a task, such as homework, which involves internet research, this must not simply be an open-ended request (such as 'find out six facts about Henry VIII'). Instead, staff will research suitable and safe websites where pupils can undertake their research and will provide the pupils with a selection of website addresses. Where possible, these are provided electronically as hyperlinks, to be sure that pupils are taken to the correct destination.

Risk assessment

21st Century life presents dangers including violence, racism and exploitation from which children and young people need to be protected. At the same time they need to learn to recognise and avoid these risks – to become "Internet Wise". Pupils need to know how to cope if they come across inappropriate material.

Responsibility

Internet safety depends on staff, schools, governors, advisers, parents and, where appropriate, the pupils themselves taking responsibility for the use of Internet and



associated communication technologies. The balance between education for responsible use, regulation and technical solutions must be judged carefully.

It is acknowledged that, whilst the school provides pupils with a protected environment for Internet usage in school, the pupils may not benefit from the same level of protection in their access to the Internet beyond the confines of the school. Important aspects of the school's online safety provision are, therefore, the development of the pupils' understanding of keeping safe online when not at school, and supporting parents in understanding how to help keep their children safe online.

Fairstead House's representative for online safety is responsible for ensuring, so far as is reasonably practicable, a safe environment for internet use, for the implementation of policy and for the development of the pupils' understanding of how to keep themselves safe online, both in and out of school.

He or she is responsible for the maintenance of hardware and software systems and technology to ensure, so far as is reasonably practical, safe use of the internet. He or she is also responsible for overseeing the successful development, both in ICT lesson and the wider curriculum and extra-curricular activities, of pupils' understanding of how to keep safe online and for supporting staff in implementing this objective.

All staff and volunteers are responsible for monitoring pupils' safety online and reporting any concerns arising from pupils' internet use, either at school or at home, and for supporting the development of the pupils' understanding of how to keep themselves safe online.

Regulation

The use of a limited and expensive resource, which brings with it the possibility of misuse, must be regulated. In some cases access within school is denied, for instance unmoderated chat rooms present immediate dangers and are banned. Fair rules, clarified by discussion and prominently displayed help pupils make responsible decisions for both school and home access.

Appropriate strategies

This document describes strategies to help to ensure responsible and safe use. They are based on limiting access, developing responsibility and on guiding pupils towards educational activities.

There are no straightforward or totally effective solutions and staff, parents and the pupils themselves must remain vigilant.

1) The importance of Internet use

- The purpose of Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information and business administration systems.
- Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils
- The Internet is an essential element in 21st Century life for education, business and interaction. The school has a duty to provide students with quality Internet access as part of their learning experience.

2) How the Internet benefits education

Benefits of using the Internet in education include:



- access to world-wide educational resources including museums and art galleries;
- educational and cultural exchanges between pupils world-wide;
- cultural, vocational, social and leisure use in libraries, clubs and at home;
- access to experts in many fields for pupils and staff;
- staff professional development through access to national developments, educational materials and good curriculum practice;
- communication with support services, professional associations and colleagues;
- improved access to technical support including remote management of networks.

3) How Internet use enhances learning

- The school Internet access is designed expressly for pupil use and will include filtering appropriate to the age of pupils.
- Pupils will be taught what is acceptable and what is not acceptable and given clear objectives for Internet use.
- Internet access will be planned to enrich and extend learning activities. Access levels will be reviewed to reflect the curriculum requirements and age of pupils.
- Staff will guide pupils in on-line activities that will support the learning outcomes planned for the pupils' age and maturity.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location and retrieval.

4) Pupil's understanding of how to keep safe online

The school develops the pupils' understanding of how to keep safe online, as part of a broad and balanced curriculum, and their resilience in protecting themselves and their peers in the following ways:

- ICT teachers and class teachers cover all aspects of online safety in ICT lessons
- ICT teachers explain the ICT Acceptable Use Policy to all children before they use computers
- PSHE curriculum covers aspects of personal online safety
- All teachers reiterate the school policy on acceptable use of ICT.

5) Pupils' evaluation of Internet content

Inappropriate material should not be visible to pupils using the Web. This is not easy to achieve and cannot be guaranteed. It is a sad fact that pupils may be confronted with inappropriate material, despite all attempts at filtering. Pupils will be taught what to do if they experience material that they find distasteful, uncomfortable or threatening. For example, to close the page and report the URL to the teacher or ICT teacher for inclusion in the list of blocked sites. More often, pupils will be judging reasonable material but selecting that which is relevant to their needs, for instance to answer a homework question. Pupils should be taught research techniques including the use of subject catalogues and search engines. They will be encouraged to question the validity, currency and origins of information – key information handling skills. They should also use alternative sources of information for comparison purposes. Effective guided use will reduce the opportunity pupils have for exploring unsavoury areas. Using Internet derived materials in pupils' own work requires at least an understanding that straight copying is worth little without a commentary that demonstrates the selectivity used and evaluates significance. Respect for copyright



and intellectual property rights, and the correct usage of published material needs to be taught.

- If staff or pupils discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the Head.
- The use of Internet derived materials by staff and by pupils in school must comply with copyright law.
- Pupils are taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- Pupils will be taught to acknowledge the source of information and to respect copyright when using Internet material in their own work.

6) Management of e-mail

- Pupils may use only approved email accounts on the school system.
- Pupils must immediately tell a teacher if they receive offensive email.
- Pupils must not reveal details of themselves or others, such as address or telephone number, or arrange to meet anyone in e-mail communication.
- Access in school to external personal email accounts is not allowed except where a teacher has specifically requested it for example to retrieve a piece of work emailed from home.

7) Management of Website content

- The point of contact on the Website is the school address/school email and telephone number.
- Staff or pupils' home information will not be published.
- Website photographs that include pupils will be selected carefully and will not enable individual pupils to be identified.
- Pupils' full names will not be used anywhere on the Website, particularly associated with photographs.
- The copyright of all material must be held by the school, or be attributed to the owner where permission to reproduce has been obtained.
- The school undertakes appropriate measures for the management of personal data which is stored electronically.

8) Newsgroups and chat

- Pupils will not be allowed access to public or unregulated chat rooms in school.
- Newsgroups will not be made available unless an educational requirement for their use has been demonstrated.

9) Management of emerging Internet uses

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.

10) Authorisation for Internet access

- At EYFS and Key Stage 1, access to the Internet will be by adult demonstration and with directly supervised access to specific, researched online materials.

11) Liaison and partnership with parents

- Parents have access to the school's online safety policy.
- Parents will be informed that pupils will be provided with supervised Internet access.



- Children's 'Home-School Communication Diaries' contain brief notes on the online safety policy and an agreement which is to be signed by parents, and the child where age-appropriate

12) Assessing the risks of Internet Use and Management of filtering

- KCSIE 2021 summarises the areas of risk under the '4Cs' of Content, Contact, Conduct and Commerce.
- In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer.
- Methods to identify, assess and minimise risks will be reviewed regularly.
- The Head will ensure that the Internet policy is implemented and compliance with the policy monitored.
- The school will work in partnership with parents, the DfE and our Internet Service Provider to ensure systems to protect pupils are reviewed and improved.
- The school will ensure that appropriate IT filters and monitoring procedures are in place to safeguard children from potentially harmful and inappropriate material online without unreasonable 'overblocking'.
- As part of the above the school will consider carefully how to manage the access to 3G and 4G on the school premises.

13) Introduction of the policy to pupils

- Rules for Internet access will be posted near all computer systems.
- Pupils will be informed that Internet use will be monitored.
- Instruction in responsible and safe use should precede Internet access.
- When age-appropriate, children sign in their 'Home-School Communication Diaries' to indicate their agreement to the policy.

14) Staff consultation and training

- The school will ensure that all staff have undertaken appropriate online safety training
- All staff must have familiarised themselves fully with this policy before using any Internet resource in school.
- All staff, including teachers, supply staff, classroom assistants and support staff, will be provided with the School Internet Policy, and its importance explained.
- Staff development in safe and responsible Internet use, and on school Internet policy, will be provided as required. Induction training in safeguarding for new staff includes online safety.

15) Technical provision, filters, safeguards and monitoring

- Certain sites are blocked by our filtering system and our technical support can monitor pupils' use of the network.
- Our technical support can monitor email traffic and block SPAM and certain attachments.
- We have strong anti-virus protection on our network.

16) Maintenance of ICT system security



- The school ICT systems will be reviewed regularly with regard to security in conjunction with the Head.
- Virus protection has been installed and is updated regularly by the Head.

KCSIE 2021 Annex D provides a selection of hyperlinks to useful documents relating to online safety.

12. MOBILE PHONES AND CAMERAS POLICY

(1) Use of Cameras and the manipulation and storage of images

In this policy terms such as 'photography', 'pictures', 'images', 'camera', 'device' and 'digital technology' include both still and video media. The term 'camera' includes mobile phones, iPads and other equipment which has the capacity to take photographs.

At Fairstead House we recognise that the appropriate use of photography enhances many aspects of school life and the pupils' education. Mobile phone technology has become more sophisticated over recent years and will continue to evolve. Wireless connections in particular, extend the capabilities of mobile phones further; which allow access to new content and services, such as the internet, social networking sites and instant messaging. Many mobile phones offer camera, video and audio recording as standard. Mobile phones, alongside other technologies aim to change the way we communicate. This speed of communication often provides security and reassurance; however, as with any other form of technology, there are associated risks.

This policy is intended to ensure an environment in which children, parents and staff are safe from images being recorded and inappropriately used by providing a clear framework to ensure that

- the use of cameras and the storage of images reflect good practice
- the safeguarding needs of the pupils are met
- staff are not distracted from their work with children.

The policy also recognises that learning to use digital technology is an important part of the ICT curriculum. Teaching needs to ensure that pupils are able to learn how to use digital cameras and to edit and store photographs with an understanding of safeguarding requirements, for themselves and others, which is appropriate for their age and taking due account of the cyber-bullying aspects of the school's anti-bullying policy. Reference should also be made to the school's Online Safety Policy (see Section 11 above) policy and planning for the internet safety topic in the ICT/PSHE scheme of work.

Photography is used at the school for a variety of purposes, including:

- Recording pupils' achievements, learning and progress.
- Contributing to each pupil's learning log.
- Providing evidence to support pupils' application for entrance/scholarship to their future schools.
- Recording school events and providing material for displays.
- Communication with parents, for example to help reassure new parents or carers of young children that they have settled well into school life and provide prompt information on their children's activities on residential trips.
- Communications with the school community (parents, pupils, staff, Governors and alumni) via weekly newsletters and the website,



FAIRSTEAD HOUSE

- Internal displays (including clips of moving images) on digital and conventional notice boards within the school premises,
- For publicity purposes (brochures, prospectus, media articles, website etc.) for the school.
- To support work undertaken by members of staff or students on placements for training and gaining further qualifications.

The images that we use for displays and communications purposes never identify an individual pupil by their full name, unless express consent has been given by the child's parents. We only use images of school activities, such as plays, concerts, sporting fixtures, prize-giving, school trips etc in their proper context.

On their child's admission to the school, parents give consent, through accepting the terms and conditions, to their child being photographed at school or during school events. This provides for parents to give permission at different levels (for example to consent to their child being photographed to record achievement and progress, but not for publicity purposes).

Lack of photography consent is noted on the school's management information system. It is important that staff familiarise themselves with this information. If parents withhold consent for certain aspects of photography in relation to their child, this must be respected. Images should be checked to determine whether photographs have been taken which inadvertently include pupils for whom consent has not been given. If this is the case, images should be destroyed, cropped or otherwise edited to ensure that parental consent is respected. If an image is edited for this reason, the original must be destroyed.

Any individual school photographs taken are securely stored in the staff database, where access is restricted to academic, pastoral and school office staff. Any parent who so requests will be sent a copy of his or her son or daughter's photograph.

Periodically, professional photographers visit the school by arrangement to take portrait photographs and formal pictures of sports teams, etc. Care should be taken that parental consent is respected and also that parents have not unintentionally withheld consent regarding such photographs. Any areas of doubt should be discussed with the Head, who will arrange for parents to be contacted as appropriate. It is not compulsory for pupils to be included in portrait and team photography, nor is there any obligation on parents to purchase the resulting photographs.

From time to time a teacher, student or trainee teacher on placement may undertake a case study of a child, for example, as part of a training course to gain a qualification. In such situations, parental consent with regard to photography must be respected. Case studies will only be undertaken following prior written consent from the parent or carer and, except by prior arrangement between the Head and the parent/carer, the child's name will be changed in the case study to protect his or her identity.

Occasionally a photograph may be taken which inadvertently catches a pupil in an unfortunate, embarrassing or compromising position. If this is the case, the image and any copies of it must be destroyed immediately.

Tapestry

Our online Learning Journey app (Tapestry) used in the Nursery and in Reception year at the school, features photographs and videos of children as part of a weekly and sometimes daily update to parents. Parents have signed to give permission for their



child(ren) to be included in this and security arrangements are in place to restrict access to the app.

Media Coverage

As a school we are often featured in articles in the local press. We always endeavour to submit photographs to accompany our articles and these photos often feature our pupils, in accordance with the parental consent for media given upon joining Fairstead House.

We will make every effort to ensure that children whose parents or guardians have refused permission for images of their children to be used are excluded from events where the media are present.

We will always complain to the Press Complaints Council (PCC) if the media fails to follow the appropriate code of practice for the protection of young people, including the children of celebrities.

Photography by Parents

It is very difficult to police the use of cameras by parents, for example at prize-giving or on the touchline at sports fixtures. However, if members of staff have concerns about the suitability of photography by parents, they should consult the DSL and/or the Head, who will consider the situation with reference to this policy and the school's safeguarding procedures and take appropriate action. Concerns will be taken seriously, logged and investigated appropriately.

We ask parents not to take photographs or videos of other pupils without the prior agreement of that child's parents.

Parents are also reminded that copyright issues may prevent us from permitting the filming or recording of some plays and concerts.

We record some plays and concerts professionally. Copies of the DVDs are available for parents to purchase.

The Parents' Information Document includes guidelines for parents on the use of photography at school events.

Any parent who works at the school, for example as a volunteer, must abide by this policy. The teacher responsible (for example the Trip Leader for an educational visit which uses parent volunteers) must ensure that the parents involved are aware of this policy and abide by it.

Use of Equipment

Except with specific permission from the Head, staff may not use their own cameras, phones or other equipment to take pictures in school or at school events. School cameras are available throughout the school for this purpose. Cameras are kept securely. Please ensure that batteries are recharged as appropriate for the next user. Users bringing personal devices into the school must ensure there is no inappropriate or illegal content on the device. Staff must ensure that this policy is observed when using other equipment which can be used in connection with photographs (photocopier, scanner, printer, iPads etc.)

Editing and Storage of Photographs

All images taken by members of staff or volunteers at school or on school activities remain the property of the school. The school may require images to be deleted or



FAIRSTEAD HOUSE

edited as appropriate and may also select images taken by members of staff or volunteers for other purposes, with due attention paid to the requirements of this policy.

When editing images, staff must take due professional care and ensure that edited images do not mislead or misrepresent. Care must also be taken to ensure that images do not result in their subject being vulnerable to embarrassment, teasing, bullying or abuse.

Close attention must be paid to the storage of images, particularly whilst kept on portable media such as flashcards and memory sticks. Staff are responsible for the security of such media and the images they contain and must take all reasonable measures to ensure that they are kept safe and do not come into the possession of unauthorised people.

Images must at all times be kept on school equipment and storage media and not transferred to personal devices or internet storage facilities.

All images must be stored permanently only in the school's photograph archive on the school intranet (except where they form part of other approved school documentation, such as a record of achievement, display, brochure or official website), where they will be monitored by the DSL and Head. Once sorted and edited, images must be transferred to the archive and deleted from other personal and school equipment and temporary storage media.

To maintain security and enable subsequent users to work effectively, images on flash cards and other portable media must be deleted once they have been transferred. Similarly, where cameras have the capacity to save images without the need for a removable card, these must be deleted after use.

Unless specific prior consent has been obtained, members of staff and volunteers must not post school images on personal pages of social networking sites or other websites. The use of images on the school's official Facebook page, website and other approved sites is carefully monitored to ensure that it is in line with this policy and parental consent. The age limit for having a Facebook account is 13 and other social networks have similar restrictions. However, parents do not always enforce these restrictions. Staff must be vigilant in respect of any inappropriate use by pupils of school images or their own photographs of school events on social networks and must report any concerns to the DSL.

The DSL is responsible for liaising with the chair of the parents' association (or other delegated member of the association) to ensure familiarity with this policy and that images used on the association's social media and in newsletters and other literature and media abide by this policy and respect the levels of consent given by parents in respect of photography.

Final responsibility for the appropriate use of photography at school and in connection with school events rests with the Head and the DSL. They monitor school images and may require an image to be deleted, edited or removed from a particular document, website etc in accordance with the requirements of this policy.

The school assesses the risk of access to archived images by inappropriate individuals to be very low. Staff and volunteers must ensure that their use and storage of images maintains a similarly acceptable level of risk.



(2) Use of Mobile Phones by Members of Staff, Volunteers, Pupils and Visitors

Mobile phones provide many benefits to school life, notably in improving health and safety through better communication with staff in more remote parts of the school campus and on off-site visits. However, mobile phones, particularly those capable of taking pictures, also present a challenge to the school community to ensure that pupils are safeguarded in relation to the potential for improper use and also that their education is not impeded by the use of mobile phones at inappropriate times.

No pupil may bring a mobile phone to school. Staff must be vigilant to ensure that the use of mobile phones, including their use by volunteers, visitors and pupils is always appropriate and that the safeguarding needs of the pupils are met. Any concerns should be discussed with the Head or DSL. Concerns will be taken seriously, logged and investigated appropriately. Where a member of staff, visitor, volunteer or pupil has a mobile phone with the facility to take pictures, its use is subject to the policy on the use of cameras and the manipulation and storage of images, above.

- Staff should ensure that personal mobile phones do not adversely affect their duties at school and the pupils' education.
- Staff may use their phone for personal matters at break and lunch times provided that
 - (i) pupils are not present,
 - (ii) they are not on duty and
 - (iii) this does not prevent them from responding to a request for assistance from another member of staff or other aspects of their professional duties.
- A school phone must be taken by members of staff engaged in particular school activities where it is important to maintain communication with the school office. These include:
 - Use of local offsite facilities – swimming pool, church, etc
 - Visits to Forest School
 - Educational visits and away sports fixtures
 - Situations where, by prior arrangement with the Head, a single member of staff is directly responsible for a group of pupils and a second member of staff is “on call” nearby.
 - The school switchboard is used for all times of the day until 4.45pm after which the After School Care telephone must remain switched on and must be carried by one of the members of staff on duty at all times.

Parents and visitors to the school should refrain from using their mobile phones inappropriately whilst on the school site. Further information can be found in the Parents' Information Document.

- By arrangement with the Head, a member of staff's personal mobile phone may be designated as the means of communication for specific activities (i.e. those listed above). In such situations, it is expected that this policy will be observed in respect of personal use. The cost of calls made on school business will be reimbursed, provided that they can be identified on an itemised bill or otherwise.
- The use of mobile phones by staff whilst on school duties must respect national legislation and common courtesies. For example, they must not be used whilst driving and should be switched to silent at events and venues where this is expected.



- The school assesses the risk to pupils through the improper use of mobile phones to be very low. Staff and volunteers must ensure that their use of mobiles phones maintains this level of risk.

In the nursery, all staff mobile phones are kept in lockers in the staffroom. In cases of emergency (for example a seriously ill relative), and with the express permission of the Nursery Manager, a personal mobile phone may be taken into a nursery room. It must be kept out of reach of children and only utilised for the purpose agreed. All staff in the room must be aware of the phone's presence to ensure transparency.

Visitors to and parents of children in the EYFS setting are advised that no mobile phones or cameras can be used to take images.

13. USE OF REASONABLE FORCE AND PHYSICAL RESTRAINT; ACCEPTABLE PHYSICAL CONTACT

(1) The Legal Framework

Physical Restraint should be limited to emergency situations and used only in the last resort. Teachers and other members of staff in the school, if authorised by the Head, may use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise. (Examples of possible situations are given in Section 6) This policy draws on 'Use of reasonable force; Advice for Heads, staff and governing bodies' published by the DfE in July 2013, and KCSIE 2021.

(2) Definition of restraint at Fairstead House

Physical restraint is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

2:1 General policy aims

Staff at Fairstead House recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety/well-being and also to maintain good order and discipline. Our policy on restraint should therefore be read in conjunction with our Behaviour Policy.

2:2 Specific aims of the restraint policy

- To protect every person in the school community from harm.
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

(3) Why use restraint?

Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him/herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to



exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and wellbeing. Failure to physically restrain a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

The school does not have a "no-contact" approach to pupil management, since this may leave staff unable to protect pupils. This section on reasonable force and physical restraint should, therefore, be read in connection with the section on physical contact, below. It is the intention of these policies to allow and support staff to make appropriate physical contact.

3.1 Alternative strategies

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (eg if a pupil is about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the pupil complies
- use of a distractor, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the School's policy on behaviour.

3.2 Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment. Staff are authorised to use reasonable force only in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary. In all circumstances other methods should be used if appropriate or effective physical restraint should be a last resort.



KCSIE 2021 provides additional guidance that reasonable force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When considering the use of reasonable force towards children with SEND or medical conditions, the risks should be carefully considered, and reasonable adjustments made in relation to individual needs. Individual behaviour plans, personal health or medical plans and other forms of proactive behaviour support should be taken into account to reduce the need for reasonable force.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil.

3.3 Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the senior leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed on the same day by the Head (see below). The incident must be recorded in the 'Physical Restraint' Record Book on the same day as the incident. In incidents where a member of SLT or the Head is involved, the Governance Lead for Safeguarding or the Chair of Governors must be informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural EHC plan, which may include an anger management programme, or other strategies agreed by the SENCO. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided. All incidents should be recorded immediately. All sections of this report should be completed so that in the event of any future complaint a full record is available. The Head (or, in her absence, a member of the



Senior Leadership Team) will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

4 Risk Assessments

If Fairstead House becomes aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, Fairstead House will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate.

5 Complaints

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

6. When might it be appropriate to use reasonable force?

Examples of situations that may require restraint are when:

- a pupil attacks a member of staff, or another pupil
- pupils fighting
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a pupil trying to leave school
- a pupil persistently refuses to obey an order to leave an area
- a pupil behaves in such a way that seriously disrupts a lesson.

Acceptable Physical Contact

It is inappropriate to rule out all forms of physical contact between adults and pupils in school. In many circumstances, particularly with younger pupils, physical contact is important in providing comfort, reassurance and trust. It is important, therefore, that acceptable parameters for physical contact are understood and followed. Staff should be careful that their actions do not lead to misinterpretation, making themselves vulnerable to accusations of inappropriate contact. In this context, this section should be read in conjunction with Section 10 (Safe Working Practice) of this policy.

General Principles:

- Physical contact should always be a response to the needs of the child, not the adult and should last only as long as is necessary
- It should take place only with the child's clear consent



FAIRSTEAD HOUSE

- Adults should be aware of any religious or cultural practices or beliefs which may influence whether physical contact is acceptable
- Aspects of the curriculum, such as coaching in sport, music, drama and dance, may be more effectively taught through strategies which involve physical contact. However, these should be undertaken in a public arena, such as a class situation, and not in one-to-one tuition.

Specific Considerations

- The administration of first aid or medication may necessitate contact proximate to intimate areas of the body. In such circumstances, administration should be undertaken in a manner which respects the dignity of the patient by someone who is suitably qualified. Except with the youngest children, and thereafter, in accordance with age-appropriate expectations, administration should preferably be undertaken by someone of the same gender and a second adult should be present.

14. RADICALISATION AND EXTREMISM: THE 'PREVENT' STRATEGY

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is the vocal or active opposition to fundamental values and includes calling for the death of members of the armed forces. In KCSIE 2021, Terrorism is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The school is committed to supporting the 'Prevent' strategy in relation to radicalisation and extremism. It works to prevent children being drawn into supporting extremist ideas and terrorist ideology and to help them develop resilience to radicalisation. The Governance Lead for Safeguarding is the 'Prevent lead person' and the DSL is the nominated member of staff to be the 'Prevent Officer' in school.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the DSL or deputy making a referral to the Channel programme

Further information on the Prevent duty can be found via the link in Appendix 2. The school undertakes the following measures in relation to the 'Prevent Strategy':

- 'Prevent' is considered carefully as part of the school's safeguarding procedures
- All staff and volunteers undertake training in respect of 'Prevent'
- The DSL undertakes a higher level of 'Prevent' training in order to support staff, engage effectively with external agencies and follow reporting and information sharing protocols appropriately



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- 'Prevent' is considered carefully in the appointment of new staff, volunteers and contractors and in the admitting of visitors and visiting speakers to the school
- 'Prevent' is a topic for governance, staff and SLT meetings
- There is a clear referral route through the DSL to 'Channel'
- The school strongly promotes fundamental British values in curricular and extra-curricular activities and the promotion of the school's ethos and aims.
- The school will work as required with other agencies, including the LADO, Suffolk Safeguarding Partnership, Children's Services and 'Channel' with regard to the 'Prevent' agenda
- Computer systems have appropriate levels of filtering to ensure, insofar as is possible, that terrorist and extremist material is suitably controlled
- The school provides internet safety training for pupils, parents and staff and pupils are strongly supported to enable them to use the internet safely
- PSHE lessons, assemblies and other areas of the curriculum and extra-curricular programme include topics to help develop pupils' resilience to radicalisation.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

15. VETTING VISITING SPEAKERS

The school is aware of the potential risk to children through exposure to views of visiting speakers whose presentations may include material of an extremist nature or which contradicts the school's commitment to provide pupils with a balance of opposing political views. Accordingly, the school undertakes a range of measures to vet the content of presentations by visiting speakers. The level of checking will be determined by an assessment of the likely level of risk and may include the following measures;

- There is a formal procedure for inviting speakers which involves approval by the Head and a clear understanding of why the speaker has been chosen
- The visiting speaker is asked to provide assurance that the content of the presentation does not include material of a radicalising or extremist nature and is not in any other way inappropriate for the pupils involved.
- Presentations, such as PowerPoint, will be checked by the member of staff responsible and discussed with the speaker
- A briefing by the organiser takes place to ensure that visiting speakers understand they must abide by the school's equality commitments; that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs; and there must be no extremist material
- An understanding is established that such talks and presentations will not be used to raise funds, without the prior written permission of the Head
- Visiting speakers understand that their presentation will be brought to an early end, if the content proves unsuitable



FAIRSTEAD HOUSE

- Visiting speakers must arrive at the School Office in good time to book in, and must bring suitable identification. Although viewing DBS certificates may be appropriate, most visiting speakers will not be in 'regulated activity' and so will not necessarily have a DBS certificate to present
- Visiting speakers will always be accompanied. A member of staff will attend presentations to pupils and will be prepared to intervene, should the content stray from agreed expectations
- An appropriate level of checks, including an identity check, will be undertaken on visiting speakers, particularly any not previously known to the school. Most speakers will be well known to the school (e.g. parents, local professionals) and the school will be familiar with their standing and reputation. Where a speaker represents an organisation, for example, the fire service or a charity, identity checks will include verification of the speaker's connection with the organisation.
- The school's vetting procedures may include an internet search to check for links with inappropriate organisations or the expression of extremist views which would indicate that it would be inappropriate to address pupils at the school.
- All information about the visiting speaker and the booking process is recorded.

After the presentation, an evaluation form should be completed which will include feedback from staff, note any contentious subject areas or comments, and state whether the speaker could be booked again in the future. Once a person has visited a school, future checks should be proportionate.

The above procedures apply at an appropriate level, to all situations where visitors present to the pupils, not simply formal talks, but also the more informal visits to class, covering topics from dental care to Diwali. The procedures are also followed where speakers visit at the invitation of pupils. Any such pupil invitation must be approved by a member of the SLT.

16. TRANSPARENCY

Fairstead House prides itself on its respect and mutual tolerance. Parents and carers have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of Safeguarding are on our website, and we hope that parents and carers will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always follow up any concerns thoroughly. Open communications are essential. Any deficiencies or weaknesses highlighted in child protection arrangements are remedied without delay.

17. MONITORING AND REVIEWING THIS POLICY

When monitoring and reviewing this policy, the school will draw on the expertise of staff in shaping the safeguarding arrangements and policies, to ensure that the school considers at all times what is in the best interests of the child. Activities to support the school leadership to fulfil this responsibility include:

- Governor visits to the school
- Review of training opportunities for all staff
- Analysis of attendance data
- Analysis of behaviour records, including incidents of bullying
- Review of parental concerns



Fairstead House

Child Protection (Safeguarding) Policy: Appendices

Appendix 1 Helpful Information

This section is designed to provide information that facilitates understanding of key terminology and indicators:

WHAT IS CHILD ABUSE? Defined in the Government guidance KCSIE (September 2021)

Staff should be 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.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

There are four types of child abuse.

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the



production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Bullying is not defined as a form of abuse in WTSC but there is clear evidence that it is abusive and will include at least one, if not two, three or all four, of the defined categories of abuse.

Definition of harm & significant harm - Adoption & Children Act 2002 (section 10)

Harm means "ill treatment or the impairment of health or development of a child (including, for example, impairment suffered from seeing or hearing the ill treatment of another)."*

'*Development*' means physical, intellectual, emotional, social or behavioural development.

'*Health*' means physical or mental health.

'*Ill treatment*' includes sexual abuse and forms of ill treatment which are not physical.

*The Adoption & Children Act 2002 s120 broadens the definition of harm to include the emotional harm suffered by those children who witness domestic violence or are aware of domestic violence within their home environment.

Recognition of significant harm

The Children Act 1989 introduced Significant Harm as the threshold that justifies compulsory intervention in family life in the best interests of children.

Although there are no absolute criteria for determining whether or not harm is "significant", harm can be determined 'significant' by "comparing a child's health and development with what might be reasonably expected of a similar child". Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt, damage or change the child's development.

Significant harm can include:

- An allegation of a sexual nature
- Parents whose behaviour may present risk because of domestic violence, drug and alcohol abuse and mental health problems
- Any physical injury caused by assault or neglect which requires medical attention
- Repeated incidents of physical harm
- Any contact with a person assessed as presenting a risk to children



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- Children who live in low emotional warmth, high criticism environments
- Children who suffer from persistent neglect
- Children who may be involved in prostitution
- Other circumstances where professional judgement and/or evidence suggest a child's health, development or welfare may be significantly harmed.

Indicators of abuse

Physical:

- Unexplained injuries, burns, bruises
- Finger marks
- Fear of undressing or medical help
- Improbable explanations for injuries
- Fear of returning home or parents being contacted
- Unexplained absence from school.

Neglect:

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness and non-attendance
- Poor social relationships
- Constant tiredness
- Independent and street wise
- No parental support for education
- Compulsive stealing or scrounging.
- A child going missing from an education setting is a potential indicator of abuse and neglect.

Emotional Abuse:

- Fear of new situations
- Inappropriate emotional responses
- Self-harm
- Reluctance to accept praise
- Low self esteem
- Lack of home support
- Depressed and withdrawn
- Social isolation – not joining in, and few friends.

Sexual Abuse:

- Bruises
- Scratches
- Bite marks on the body
- Persistent infections in the anal or genital area
- Any sexual awareness inappropriate to child's age – shown in drawings, play, vocabulary
- Frequent masturbation
- Changes in behaviour
- Refusal to stay with certain people
- Self-harm
- Depression



- Low self-esteem
- Pregnancy.

Recognition of abuse

Be open to possibilities. Be aware – if you don't believe it is possible you will never see it. Don't jump to conclusions and look for credible non-abusive explanations, but recognise you may need to seek advice to evaluate the facts. Don't let your preconceptions of the family skew your judgement.

The symptoms of stress and distress

An abused child will usually show signs of stress and distress. Possible signs of abuse include, but are not limited to, those listed below. Many of these may, of course, have nothing to do with abuse, but are worth consideration in trying to understand the child's behaviour:

- A drop in school performance
- Aggressive or hostile behaviour
- Difficulties in relationships with peers
- Excessively affectionate or sexual behaviour towards adults or other children
- Regression to more immature forms of behaviour
- Self-harming or suicidal behaviour
- No reasonable or consistent explanation for a pupil's injuries, or a pattern of injuries
- Disturbed sleep

In addition to the information provided in Section 15 on Radicalisation and Extremism and in this section on Abuse, staff can refer to Annex B of KCSIE 2021 for information on further specific areas of concern about vulnerability, including,

- Children and the court system
- Children with family members in prison
- Child criminal exploitation
- Domestic abuse
- Homelessness

Staff should ensure that they are familiar with the information provided within Annex B of KCSIE 2021 and if they have any concerns report them to the DSL.

The following provides useful guidance on specific further categories of abuse:

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

In February 2017 the DfE published updated guidance on Child Sexual Exploitation, in the form of an update to Working Together 2018, and KCSIE 2020 brought further focus to these areas. It emphasises that the school's safeguarding responsibilities do not stop at the school gates. CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Missing education can also be a sign of CCE, including involvement in County Lines.

There is a fine line between CCE and CSE, and staff need to be aware of what to look out for and what to do in conversations with students and in observations of their behaviour in groups and in the local community, particularly the most challenging and most vulnerable pupils.



The updated guidance includes the following definition:

- CSE and CCE occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual (CSE) or criminal (CCE) activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually or criminally exploited even if the activity appears consensual. CCE and CSE do not always involve physical contact; it can also occur through the use of technology.

Children may receive something in exchange for performing sexual or criminal activities. This can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money. Children rarely report child sexual exploitation, so it is important that staff are aware of the potential indicators. These include;

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being

Staff have been made aware of the updated guidance and recognise that no school, community or social group is immune to the risk of CSE and CCE, including online, and it can affect both boys and girls. Children can be perpetrators as well as victims.

Appendix 2 provides links to relevant documentation relating to CSE and CCE.

Serious Violence and County Lines

The school ensures that all staff are aware of indicators which may signal that children are at risk from, or are involved in, 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 well-being, or signs of assault or unexplained injuries. Unexplained gifts of new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

A range of risk factors increase the likelihood of involvement in serious violence. These include;

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment



- having been involved in offending, such as theft or robbery.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity; drug networks or gangs groom and exploit children, young people and vulnerable adults to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person, male or female, under the age of 18
- can affect any vulnerable adult over the age of 18
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement methods of compliance such as coercion and intimidation, and is often accompanied by violence or threats of violence, including sexual violence, and the use of weapons
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

The indicators noted above, in relation to CSE and CCE, may also be indicators of children being involved in county lines. Additional specific indicators that children may be involved in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- owe a ‘debt bond’ to their exploiters
- have their bank accounts used to facilitate drug dealing.

The school ensures that staff are aware of the associated risks of serious violence and county lines and understand the measures in place to manage these. Links to advice for schools on preventing youth violence and gang involvement and on county lines are to be found in Appendix 2.



Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the [Modern Slavery Statutory Guidance](#) (2020).

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL or a DDSL should consider referring into the 'Cyber Choices' programme, a national police programme, supported by the Home Office and led by the National Crime Agency. It aims to intervene when young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to more positive use of their skills and interests. The programme does not currently cover cyber-enabled crime, nor other areas of concern, such as online bullying or general online safety.

Domestic abuse

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse, based on the previous cross government definition of domestic violence. It recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The government plans to introduce new statutory guidance for those working with domestic abuse victims and perpetrators, including those concerned with the impact on children. The Act defines domestic abuse as abusive behaviour which includes any of the following:

- physical or sexual abuse
- violent or threatening behaviour
- controlling or coercive behaviour
- economic abuse
- psychological, emotional or other abuse

and is between parties who are

- both over the age of 16
- personally connected, regardless of gender or sexuality (the Act also provides a definition of 'personally connected')

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. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).



Annex B of KCSIE 2021 highlights the work of Operation Encompass. The school ensures that staff know the meaning of this and that there is a clear process for managing these referrals in school.

Links to documents providing advice on identifying children who are affected by domestic abuse and how they can be helped are available in Appendix 2.

FGM (Female Genital Mutilation)

FGM is a crime committed usually within the scope of honour-based abuse. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and, therefore, girls within that age bracket are at a higher risk. FGM is illegal in the UK. On the 31 October 2015, it became mandatory for teachers to personally report known cases of FGM to the police. Please refer to section 5, above for information on this mandatory duty and to Appendix 2 for relevant contact information.

For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL who will report it as with any other child protection concern.

Honour-Based Abuse (HBA)

Honour-based abuse is a crime or incident which may have been committed to protect or defend the honour of the family or community, including FGM, forced marriage, and practices such as breast ironing. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family



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Women and girls are the most common victims of honour-based violence. However, it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the DSL or deputy. As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. However, if it is clear that a crime has been committed or the pupil is at immediate risk, the police will be contacted in the first place. It is important, if honour-based violence is known or suspected, that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

Children Missing From Education

The school views absence as an issue related to both safeguarding and educational outcomes. Measures have been taken to adopt the additional admissions and attendance requirements which came into force on 5th September 2016 with a view to minimising the occurrence of children missing from education. Relevant staff have received training from the school's Governance Lead for Safeguarding in the implications and implementation of these measures. The school liaises with and reports to the Local Authority, as required, on these matters and may take steps that could result in legal action for attendance, or a referral to children's social care, or both. In accordance with the requirements of KCSIE 2021, the school holds, so far as is reasonably possible, more than one emergency contact number for each pupil.

Patterns of children missing education, particularly repeatedly, can be a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation, modern slavery, and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's unauthorised absence and children missing from education procedures. It is essential that they are assiduous in their prompt completion of attendance registers, liaise closely with the school office to resolve any unexplained absences, and report any concerns about absence to the DSL. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance is considered with other known factors or concerns. On a day-to-day basis administrative staff monitor registers for patterns of absence and the DSL/a member of SLT undertakes a regular review of attendance records to analyse for patterns and trends.

The DSLs and staff consider the following, as appropriate:

Children missing lessons:

- Are there patterns in the lessons that are being missed?



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- Is this more than avoidance of a subject or a teacher?
- Does the child remain on the school site?
- Is the child being sexually exploited during this time?
- Is the child late because of a caring responsibility?
- Has he or she been directly or indirectly affected by substance misuse?
- Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

Children missing single days:

- Is there a pattern in the day missed?
- Is it before or after the weekend suggesting the child is away from the area?
- Are there specific lessons or members of staff on these days?
- Is the parent informing the school of the absence on the day?
- Are missing days reported back to parents to confirm their awareness?
- Is the child being sexually exploited during this day?
- Do the parents appear to be aware?
- Are the pupil's peers making comments or suggestions as to the whereabouts of the pupil?

Children with continuous days of absence:

- Has the school been able to make contact with the parent?
- Is medical evidence being provided?
- Are siblings attending school (either our or local schools)?
- Did we have any concerns about radicalisation, FGM, forced marriage, honour based abuse, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?

Forced Marriage

In the case of children: 'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18. It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care. The school's policies and practices reflect the fact that, while all members of staff have important responsibilities with regard to pupils who may be at risk of forced marriage, they should not undertake roles in this regard that are most appropriately discharged by other children's services professionals, such as police officers or social workers.

Characteristics that may indicate forced marriage:

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a dip in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;



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- a history of siblings leaving education to marry early;
- poor performance, parental control of income and pupils being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that, where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

Child abduction and community safety incidents

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

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

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



FAIRSTEAD HOUSE

Appendix 2 – Useful links and contact details

School Contacts:

Head, DDSL, and Fairstead House's representative for online safety:

Michael Radford, (mradford@fairsteadhouse.co.uk)

The Designated Safeguarding Lead (DSL) and Prevent Officer (including EYFS):

Lucie Melen, Nursery Manager (lmelen@fairsteadhouse.co.uk)

The Deputy Designated Safeguarding Lead (DDSL):

Karen Varma, (kvarma@fairsteadhouse.co.uk)

Governance Lead for Safeguarding:

Katie Milne, contact through the Clerk to the Governors,
(bursar@fairsteadhouse.co.uk)

Outside Contacts:

Suffolk Safeguarding Partnership

Phone: 01473 265359

Customer First: 0808 800 4005

LADO: LADO@suffolk.gov.uk or 0300 123 2044

Independent Schools Inspectorate

Email: info@isi.net Telephone: 020 7600 0100

Address: CAP House, 9-12 Long Lane, London, EC1A 9HA

Ofsted

Email: enquiries@ofsted.gov.uk Telephone: 0300 123 4234

Address: Piccadilly Gate, Store Street, Manchester, M1 2WD

[Disclosure and Barring Service](#)

Email: dbsdispatch@dbs.gsi.gov.uk

Address: DBS, PO Box 181, Darlington, DL1 9FA Telephone: 01325 953795

[NSPCC Inform](#) Telephone: 0808 800 5000 Email: help@nspcc.org.uk

[NSPCC Whistleblowing](#) Telephone: 0800 028 0285 Email: help@nspcc.org.uk

[Office of the Children's Commissioner for England \(OCC\)](#)

advice.team@childrenscommissioner.gsi.gov.uk

info.request@childrenscommissioner.gsi.gov.uk

Contact details for advice and support about extremism:

Local police force: 101 (the non-emergency police number)

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and Governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Contact details for mandatory reporting of FGM to the police:

Call 101, NSPCC FGM Helpline: 0800 028 3550



Key Legislation

[Keeping Children Safe in Education \(KCSIE\) September 2021](#)

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

[Version of this guidance suitable for young people](#)

[Version of this guidance suitable for younger children](#)

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
	Further information on contextual safeguarding	Contextual Safeguarding Network
Bullying	Preventing bullying including cyberbullying	DfE advice
Children Acts	Children Act 1989	Act of Parliament
	Children Act 2004	
Children and the courts	Advice for 5-11-year-old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Education (Pupil Registration) Regulations	Act of Parliament
	Children missing from home or care	DfE statutory guidance
	Missing children and adults strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Data Protection and	Data Protection Act 2018	Act of Parliament



FAIRSTEAD HOUSE

Information Sharing	Information sharing: advice for practitioners providing safeguarding services (July 2018)	HM Government advice
Domestic Abuse	Domestic abuse: Various Information/Guidance	Home Office
	NSPCC - UK domestic abuse - Signs, Symptoms, Effects	NSPCC advice
	Refuge what is domestic violence/effects of domestic violence on children	Refuge advice
	Safelives: young people and domestic abuse	Safelives advice
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drugs strategy 2017	Home Office strategy
General working practice	Guidance for safer working practice for those working with children and young people in education settings (2019)	Safer Recruitment Consortium guidance
	Education Act 2002	Act of Parliament
	The Independent School Standards: Guidance for independent schools April 2019	DfE guidance
	Statutory framework for the early years foundation stage 2021	DfE statutory framework
	Searching, screening and confiscation guidance for practitioners (2018)	DfE advice
	Disqualification under the Childcare Act 2006 (statutory guidance, August 2018)	DfE statutory guidance
	NPCC - When to call the police	NPCC guidance
"Honour Based Abuse" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: statutory guidance and government advice	FCO and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience for Year 6 upwards	Public Health England resources
	Medical conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Local support	Local support for parents and carers in Suffolk	Suffolk County Council advice



FAIRSTEAD HOUSE

Looked after and previously looked after children	Promoting education of looked after children and previously looked after children	DfE statutory guidance
	The designated teacher for looked-after and previously looked-after children	DfE statutory guidance
Online	UK Council for Internet Safety website	UK Council for Child Internet Safety
	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
	Sharing nudes and semi-nudes: advice for education settings working with children and young people	UK Council for Child Internet Safety
	Teaching online safety in school	DfE guidance
Private fostering	Private fostering: local authorities	DfE – statutory guidance
Radicalisation	Prevent duty guidance	Home Office statutory guidance
	Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
	Let's talk about it: working together to prevent terrorism	Joint initiative
	Counter-Terrorism and Security Act 2015	Act of Parliament
RSE	Relationships Education, Relationships and Sex Education (RSE) and Health Education	DfE statutory guidance
	Teaching about relationships sex and health	DfE advice
	NSPCC Guidance on Harmful Sexual Behaviour	NSPCC advice
SEND	SEND code of practice 2015	DfE and DoH statutory guidance
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy
	Serious Crime Act 2015	Act of Parliament
	Sexual Offences Act 2003	Act of Parliament



Appendix 3

ROLE AND RESPONSIBILITIES OF THE SCHOOL DESIGNATED SAFEGUARDING LEAD

Overview

The Designated Safeguarding Lead (DSL) is the first point of contact for any member of the school or nursery staff who has a concern about the safety and wellbeing of a child.

They have responsibility to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice.

The DSL does not need to be a member of the teaching staff but should be a recognised member of the Senior Leadership Team with the required status and authority to carry out the requirements of the role. In the nursery, the DSL is a suitably qualified member of staff with the required training and understanding of the safeguarding requirements of the setting and is a member of the management team.

Deputy Designated Safeguarding Leads will be appointed as appropriate. The Deputy is the first point of contact in the absence of the DSL to avoid any unnecessary delays in responding to a child's needs.

The DSL and Deputy are required to undertake child protection training every two years. In addition, the DSL, in the role of Prevent Officer, undertakes a higher level of Prevent training.

Requirements and Responsibilities of the DSL

General

- Follow the school's safeguarding & child protection policies and co-ordinate child protection procedures in the school.
- Be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- Be available, or arrange availability of a DDSL, during school/nursery hours for staff to discuss any safeguarding concerns.
- Have the skills and ability to identify signs of abuse.
- Maintain detailed and accurate written records of child protection concerns and ensure they are kept securely.
- Lead the team who review and monitor any causes of concern relating to pupils which are raised in school.
- Contribute, in consultation with the Head, to the annual review and update of the Safeguarding Policy and the presentation of this to the Board of Governors.

Knowledge and Understanding

- Attend appropriate higher level training every two years supplemented by informal updates as required, but at least annually. This includes relevant workshops provided by Suffolk Safeguarding Partnership and reading e-bulletins received from SSP.
- Be conversant with Suffolk Safeguarding Partnership procedures and the role of other agencies.



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- Know how to refer concerns to the appropriate investigating agencies. Referrals to the Suffolk Safeguarding Partnership should be made in accordance with current procedures, working with the local authority and other agencies as required.
- Be aware of the local procedures for making a Prevent referral where there is a radicalisation concern as required.
- Understand the assessment process for providing early help and intervention.
- Use '[NPCC - When to call the police](#)' to help to understand when the DSL should consider calling the police and what to expect when they do.
- As Prevent Officer, undertake additional training and coordinate the implementation of the Prevent duty.
- Undertake additional training in relation to FGM to ensure that the DSL can be approached to discuss and direct difficult cases.
- Undertake training to facilitate the recognition of the additional risks that children with SEND face online, for example, from online bullying, grooming and radicalisation and ensure confidence in the capability to support SEND children to stay safe online.
- Ensure a thorough understanding of the relationship between mental health and safeguarding in order to
 - anticipate the potential for abuse and responding effectively
 - ensure remedial interventions
 - recognise the longer-term safety and well-being implications of abuse and neglect

Training and supporting staff

- Liaise with the Head and Governance Lead for Safeguarding regarding training for all who work at the school on child protection issues.
- Ensure that all new staff have induction training covering child protection and are enabled to recognise and report any concerns immediately.
- Provide suitable training for all staff in relation to FGM.
- Ensure that all staff have access to and understand the Safeguarding Policy.
- Ensure all staff have read Part One of the most recent version of KCSIE (including Annex B) and undertaken any e-learning modules as required by the school.
- Offer support, advice and give a level of expertise to all members of the staff team.
- Support staff who make referrals to Suffolk Safeguarding Partnership or to the Channel programme.
- Link with Suffolk Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Information sharing and working in partnership

- Liaise with relevant agencies when deciding whether to make a referral.
- Liaise with senior mental health leads
- Share children's records with agencies as and when appropriate. Data protection considerations must not be a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.



FAIRSTEAD HOUSE

- Be aware of pupils who have a social worker and, as required, work more closely with children's social workers
- Ensure clear lines of communication, where a child is in foster care or living in a children's home, with the foster carers/children's home manager
- Liaise closely with the Head to ensure online safety is of paramount importance and is covered termly for all children from Reception to Year 6.
- Ensure that the Head is updated on a regular basis about all issues and child protection investigations, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. If the Head is the subject of a complaint, the DSL should consult with the Governance Lead for Safeguarding or Chair of Governors.
- As required, liaise with the 'case manager' and the LADO for child protection concerns for all cases which concern a staff member.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, together with the Head.
- Refer cases where a crime may have been committed to the Police as required, together with the Head.
- Take responsibility, when a child leaves the school, for ensuring that the child protection file is transferred securely to the new school as soon as possible and obtaining confirmation of receipt. Such a transfer of information should be separate from the main pupil file. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. Any internally-held copies of the files should follow school policy.
- As a recipient of a child protection file from a previous school, ensure that key staff, including the SENCO, are made aware as required.
- Ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s)/carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.
- If a child is subject to a Child Protection or a Child in Need plan, the DSL will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the DSL will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.
- Ensure that a copy of the School Safeguarding Policy is available for any parents via the school's website.



Ethos and Curriculum

- Encourage a protective ethos, with a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school puts in place to protect them.
- Ensure that online safety is suitably covered in the curriculum.
- Maintain an awareness of the links between safeguarding and relationships and sex education (for example consent, choices, CSE and CCE, unhealthy/abusive family relationships, online safety and abusive intimate relationships)
- Promote the educational outcomes of vulnerable children, including any with a protected characteristic, by; sharing information about welfare, safeguarding and CP issues with teachers and leaders; having a particular focus on children with social workers; ensuring that staff know who these children are; understanding these pupils' academic progress & attainment; maintaining a culture of high aspirations for this cohort; supporting teaching staff to identify challenges they may face and the academic support and adjustments that could be made.
- Maintain an awareness of visits and proposed content; ensure that such visitors know how and to whom they report a safeguarding concern.

Considerations

The school understands that the DSL and DDSL require sufficient time, funding, supervision and support to fulfil their responsibilities effectively and the need for regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters.



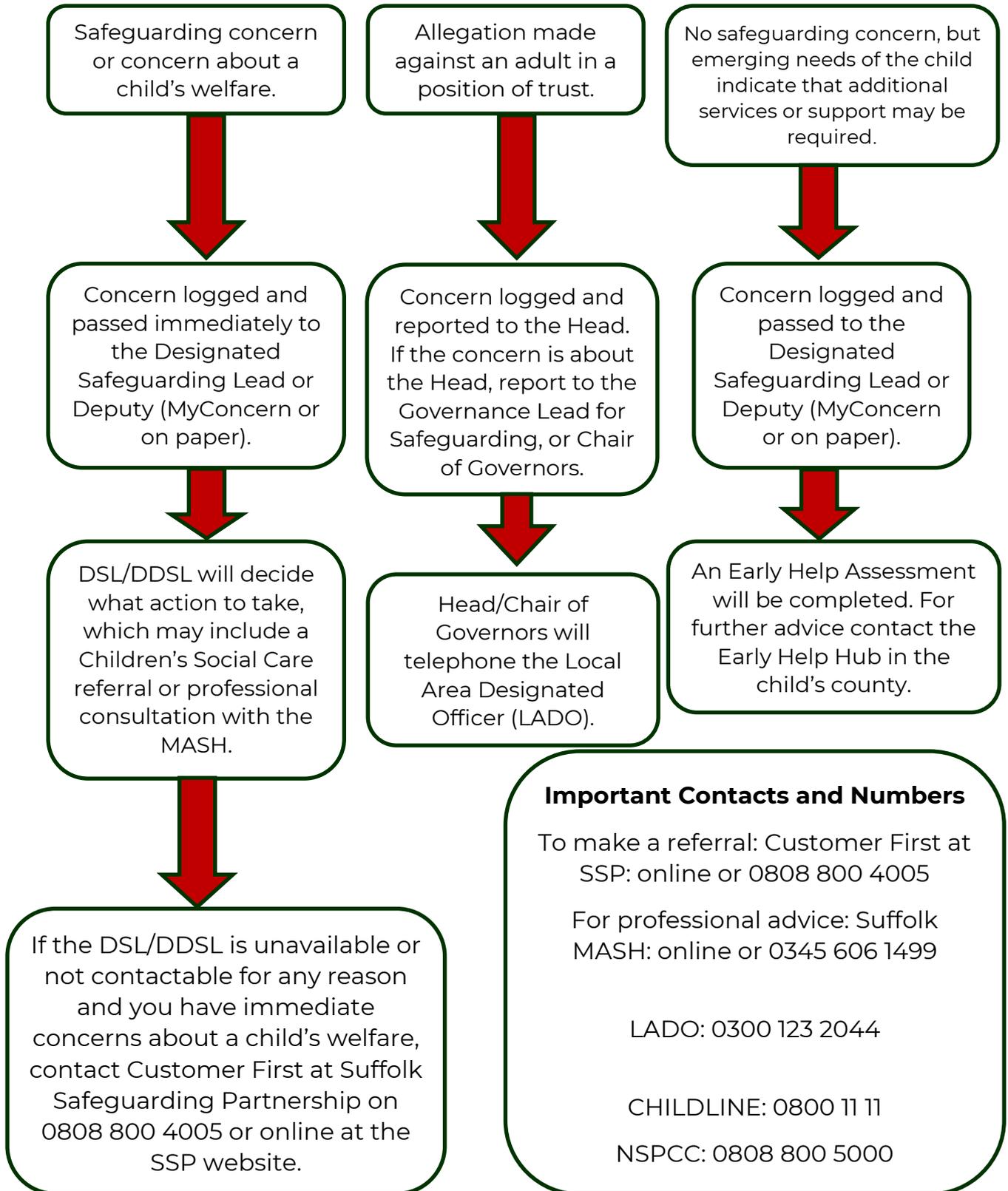
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Appendix 4 - Fairstead House School & Nursery Referral Process



Safeguarding Flowchart

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Addendum to Fairstead House's Safeguarding and Child Protection Policy – additional safeguarding arrangements during Covid-19.

Introduction

Following the government announcement of school closures and the continued provision of remote learning to Fairstead House pupils, this appendix sets out the arrangements by which the governing body of Fairstead House discharges its responsibilities relating to the safeguarding and the welfare of children who are pupils at Fairstead House.

This appendix will be brought to the attention of staff at the start of the Summer Term 2020 as part of INSET, and then as it is updated.

From 20th March 2020 parents were asked to keep their children at home, wherever possible and where it was safer to do so. Nurseries and Schools are to remain open only for those children of workers critical to the COVID-19 response and children who are vulnerable, with an EHCP or have an allocated Social Worker.

The School has taken due account of the latest DfE interim safeguarding guidance regarding COVID-19 within: [Schools coronavirus \(COVID-19\) operational guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/schools-coronavirus-covid-19-operational-guidance).

Fairstead House is committed to ensuring the safety and wellbeing of all its pupils and to the following safeguarding principles:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a nursery or school has a safeguarding concern about any child they should continue to act, and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online.

Related Guidance and Policies for safeguarding with remote learning

This addendum is to be read with the following guidance, policies/documents. Staff should ensure they are familiar with them:

- Online Safety Policy
- Child Protection Policy (including safeguarding)
- Acceptable Use Policy
- Staff Code of Conduct

Pupils must be reminded of the School's expectations for them to follow the:

- Acceptable Use Policy
- Behaviour Policy
- Anti-bullying Policy

Vulnerable Children



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Vulnerable children include those who have a Social Worker and those children and young people up to the age of 25 with Education, Health and Care Plans (EHCP).

Those who have a Social Worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Senior leaders, especially the Designated Safeguarding Lead (and the Deputies) know who our most vulnerable children are.

We will continue to work with and support children's Social Workers to help protect vulnerable children. This includes working with and supporting children's Social Workers and the Local Authority Virtual School Head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Lucie Melen (DSL).

There is an expectation that vulnerable children who have a Social Worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the Social Worker and the School will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, the School or the Social Worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

We will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Attendance Monitoring during school closures

Schools are asked by the DfE to complete a daily online attendance form to keep a record of children of critical workers and vulnerable children who are attending school. If the School has any children in attendance we will submit the daily attendance sheet to the DfE by 12 noon –

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>. The School is also sending this information to the Local Authority via a local survey to inform local planning for children in Cambridgeshire and Suffolk. If the School has closed, we will complete the return once as requested by the DfE.

The School and Social Workers will agree with parents/carers whether children in need should be attending school – the School will then follow up on any pupil that they were expecting to attend, who does not. The School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend. To support the above, we will, when communicating with parents and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances



FAIRSTEAD HOUSE

where a vulnerable child does not take up their place at Fairstead House or discontinues, we will notify their Social Worker.

The school will resume taking typical attendance registers when it reopens.

Designated Safeguarding Lead

Fairstead House has a Designated Safeguarding Lead (DSL) and two Deputy DSLs.

- The Designated Safeguarding Lead is Lucie Melen
- The Deputy Designated Safeguarding Leads are Michael Radford and Karen Varma

We will endeavour to have a trained DSL (or deputy DSL) available on site. Where this is not possible, a trained DSL (or deputy) will be available to be contacted via phone or email.

It is important that all Fairstead House staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them. The DSL will continue to engage with Social Workers, and attend all multi-agency meetings, which are being held remotely.

It is acknowledged that face to face DSL training is very unlikely to take place during this period. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. It may be possible to access virtual training.

Reporting a Concern

Where staff have a concern about a child, they should continue to follow the process outlined in the Fairstead House Safeguarding (including Child Protection) Policy.

Staff are reminded of the need to report any concern immediately and without delay. Where staff are concerned about an adult working with children at Fairstead House, they should report the concern to either Lucie Melen or to the Chair of Governors, Nicholas Longford.

Concerns around the Head should be directed to Nicholas Longford.

Safeguarding Training and Induction

The Local Authority Education Safeguarding Team is providing advice and guidance, where needed, to schools through a dedicated helpline. All existing Fairstead House staff have had safeguarding training and have read Part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Fairstead House they will continue to be provided with a safeguarding induction. Upon arrival, they will be given a copy of Fairstead House's Safeguarding and Child Protection Policy, guidance on local processes and confirmation of DSL arrangements.



FAIRSTEAD HOUSE

Online Safety with Remote Learning at Fairstead House

Fairstead House will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where children are using computers in school, appropriate supervision will be in place.

Children and Online Safety away from Fairstead House

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

School closures bring lots of challenges for both school staff and parents, and both are increasingly looking to the benefits of technology to continue delivering some form of learning experience for children.

As always, there are huge benefits to be gained from the appropriate use of technology and accessing learning resources whilst at home is a great example of this. However, parents (and teachers) need to be aware of the potential risks that go along with this.

The School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements and has provided appropriate guidance to staff and children.

The starting point for online teaching should be that the same principles apply as set out in the school's staff code of conduct. This includes acceptable use of technologies, staff/children relationships, and communication, including the use of social media. The policy applies equally to any existing or new online and distance learning arrangements which are introduced.

[Coronavirus \(COVID-19\): support for parents and carers to keep children safe online - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online)

[Coronavirus \(COVID-19\) - staying safe online - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/coronavirus-covid-19-staying-safe-online)

Supporting Children not in Nursery or School

Fairstead House is committed to ensuring the safety and wellbeing of all its children. Where the DSL has identified a child about whom there have been concerns but not currently open to social care, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child. Details of this plan will be recorded, as should a record of all contact made.

The School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.



FAIRSTEAD HOUSE

If we are unable to contact a child about whom there have been concerns after a reasonable number of attempts, we may need to seek further advice about 'safe and well' checks.

We recognise that school is a protective factor for children, and the current circumstances can affect the mental health of pupils and their parents/carers. Teachers at Fairstead House need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting Children in Nursery or School

Fairstead House is committed to ensuring the safety and wellbeing of all its children. Fairstead House will continue to be a safe space for all children to attend and flourish. The Head will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Fairstead House will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

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

Peer on Peer Abuse

Fairstead House recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where we receive a report of peer on peer abuse, the School will follow the principles as set out in part 5 of KCSIE and of those outlined within the Fairstead House Safeguarding (including Child Protection) Policy. The School will listen and work with the child, parents/carers and any multi-agency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded, and appropriate referrals made.