



Child Protection & Safeguarding Policy

This policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Date	Amendment - All additions and amendments are in green in this document
August 2020	<p>This policy has been amended in accordance with the new version of 'Keeping Children Safe in Education' (2020) and reflects the changes therein.</p> <p>References to DSLs 'Strategic' and 'Operational' have been removed as we now have one Designated Safeguarding Lead. (RHn)</p> <p>Pg. 6 Definition of Safeguarding extended to emphasise the focus on both mental and physical health.</p> <p>Pg. 11 Explicit reference to 'child on child abuse' added.</p> <p>Pg. 12 A new section has been added on Mental Health to reflect the enhanced focus on this in KCSIE 2020, and to outline the school's approach.</p> <p>Pg. 13 Specific reference to the DSL's responsibility for the educational outcomes of children with a Social Worker.</p> <p>Pg. 15 New reference to the guidance published by the NPCC on when safeguarding leads should contact the police.</p> <p>Pg. 15 Paragraph on oversight by governors updated to reflect current practice of half-termly meetings and oversight through an annual report to the full board of governors.</p> <p>Pg. 19 Rephrased reference to response to allegations against staff to include reference to the harms test.</p> <p>Pg. 27 Additional paragraph on GDPR and the importance of information sharing to promote safeguarding.</p> <p>Pg. 30 Explicit reference has been added to 'supply teachers', to make it clear that the school will investigate any allegations made against supply teachers, in accordance with new guidance in KCSIE 2020.</p> <p>Pg. 30 Additional bullet point in the list of behaviours which would make an individual unsuitable to work with children.</p> <p>Pg. 45 Additional reference to 'extra-familial' harms in the section on contextual safeguarding, to reflect the language of KCSIE 2020.</p> <p>Pg. 47 Paragraph 28 from KCSIE 2020 has been added to our policy to provide staff with further information about Child Criminal Exploitation and Child Sexual Exploitation.</p>

	<p>Pg. 50 New references in the section on Domestic Abuse to children who witness domestic abuse and to our practice of working directly with the police through Operation Encompass.</p> <p>Pg. 51 References to Honour Based Violence (HBV) have been changed to 'Honour Based Abuse', in line with KCSIE 2020, to reflect the different forms this abuse can take.</p> <p>Pg. 65 A New Appendix (Appendix 11) has been added to explain the school's approach to Relationships and Sex Education, in light of new statutory guidance coming into force in April 2021</p> <p>Pg. 66 A new appendix (Appendix 12) has been added to explain the school's response to additional safeguarding advice, from government, in the light of the Coronavirus (Covid-19) pandemic.</p>
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Safeguarding is the golden thread that runs throughout every aspect of the school. All our policies are in support of this policy

Safeguarding is everyone's responsibility. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school.

All employees and volunteers should read this policy in conjunction with Part 1 and Annexe A of the September 2020 version of *Keeping Children Safe in Education* (KCSiE), our Staff Handbook, Staff Code of Conduct and The Teachers' Standards. Our approach at Terra Nova is child-centred. We will always act in the best interests of the child. This policy takes full account of the child protection procedures agreed by the Cheshire East Safeguarding Children's Partnership (CESCP) and statutory guidance *Working Together to Safeguard Children* (2018) and *What to do if you are Worried a Child is Being Abused* (2015).

Monitoring and review

This policy is subject to continuous monitoring, refinement and audit. The Governors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. The Governors recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. As such, staff have the opportunity to contribute to and shape our safeguarding arrangements and child protection policy. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/review and it is made available to them in both as a hard copy (Staffroom and Reception) and electronically.



Will Sillar
Chair of Governors



Philip Stewart
Headmaster



Roo Hanrahan
Designated
Safeguarding Lead

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Management of Safeguarding at Terra Nova:

Designated Safeguarding Lead Whole school including EYFS	Mr Roo Hanrahan (Head of Boarding) 07538 984106 roo.hanrahan@tnschool.co.uk
Deputy Safeguarding Leads:	Mrs Christabel Westall (Deputy Head) 01477 571251 christabel.westall@tnschool.co.uk Mrs Carol Roach (Head of EYFS) 01477 572516 carol.roach@tnschool.co.uk Ms Sabina Staziker (House Parent) 01477 571251 sabina.staziker@tnschool.co.uk
Headmaster	Mr Philip Stewart 01477 571251 philip.stewart@tnschool.co.uk <i>To be contacted in the event of an allegation against staff</i>
Chair of Governors	Mr Will Sillar will.sillar@tnschool.co.uk <i>To be contacted in the event of an allegation against the Headmaster</i>
Governor for Safeguarding:	Mrs Eleanor Lees-Jones eleanor.lees-jones@tnschool.co.uk
The team as a whole can be contacted at: safeguarding@tnschool.co.uk	

Support Services:

Cheshire East Safeguarding Children's Partnership (CESCP)	http://www.cheshireeasttschb.org.uk/homepage.aspx
Cheshire East Consultation Service (ChECS) <i>One-stop access to Social Care</i>	0300 123 5012 (Select option 2) 0300 123 5022 (Emergency out of hours) checs@cheshireeast.gov.uk
Cheshire West Integrated Access and Referral Team (I-ART)	0300 123 7047 01244 977 277 (Emergency out of hours)
Safeguarding Children in Education Settings Team (SCiES)	01606 275039 sciesteameast@cheshireeast.gov.uk
Local Authority Designated Officer (LADO)	Melanie Campbell 01606 288931 Phil Alcock (Friday) LADO@cheshireeast.gcsx.gov.uk
Prevent issues	Mr Roo Hanrahan (TN Prevent Lead & DSL) Police - Local (Knutsford) 0845 458 6371 DfE (dedicated number) 020 7340 7264 counter-extremism@education.gov.uk
FGM	Police - Non-emergency 101 NSPCC FGM helpline 0800 028 3550

Introduction

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Children include everyone under the age of 18. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

This policy has been developed in accordance with the principles established by the following and it should be noted that it applies equally to EYFS:

- Cheshire East Safeguarding Children's Partnership (CESCP) procedures;
- Keeping Children Safe in Education (09/2020);
- Disqualification Under the Childcare Act (by association) (2015);
- What To Do If You Are Worried a Child is Being Abused (2015);
- Working Together to Safeguard Children (WTSC) Inter-agency working (2018)¹; to include statutory definition of Child Sexual Exploitation (CSE). WTSC also refers to non-statutory advice, information sharing along with the Disclosure and Barring Service (DBS) Code of Conduct;
- 'Prevent' Counter-Terrorism and Security Act (2015);
- The National Minimum Standards for Boarding (2015)²;
- The Children Act (1989 and 2004);
- The Education (Independent Schools Standards) (England) Regulations (2003);
- The Independent Safeguarding Authority requirements (including the Vetting and Barring Scheme).
- Statutory Framework for the Early Years Foundation Stage" (April 2017)
- "Preventing and Tackling Bullying" DfE July 2017

We recognise that all adults, including temporary staff³, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff, including residential and staff overseeing off-site activities, undergo checks as to their suitability to work with children.

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

² www.gov.uk/government/publications/boarding-schools-national-minimum-standards

³ *Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children and governors*

Aims of the Policy

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the School, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the School that will be followed by all members of the School community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within our school who have access to children have been checked as to their suitability to work with children and a single central record is kept for audit in line with current requirements (details are contained within the Safer Recruitment Policy 2017).

Governor Responsibilities:

The Governing Body takes seriously its responsibility for safeguarding and promoting the welfare of children under section 157 of the Education Act 2002 and acknowledges that KCSiE (2020) requires governing bodies to ensure that there is an effective safeguarding and child protection policy in place⁴; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm, or at risk of possible harm.

The Governing Body have agreed processes which allow them to monitor and ensure that the school:

- Has robust Safeguarding procedures in place;
- Operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site;
- Has procedures for dealing with allegations of abuse against any member of staff or adult on site;
- Has a member of the SLT who is one of the Designated Safeguarding Leads taking responsibility for dealing with Child Protection and Safeguarding issues;
- Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements;
- Nominates a Governor with specific responsibility for Child Protection and Safeguarding issues;
- Carries out an annual review of the Safeguarding policy and procedures.

⁴ Paragraph 62, KCSiE (2020)

Prevent Duty

All Staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child, both day pupils and boarders. The School is aware of its responsibilities under the Counter Terrorism and Security Act, 2015 and has due regard to the need to prevent people from being drawn into terrorism.

To this end, the school provides a single point of contact to oversee and coordinate the school's implementation of the Prevent Duty⁵ and this is the Designated Safeguarding Lead. Staff are made aware of their responsibilities regarding the Prevent Duty and are required to complete Prevent Duty training through EduCare for Education⁶. The programme covers:

- what Prevent is;
- what extremism and radicalisation are;
- who may be vulnerable;
- how people may be drawn into terrorism;
- how messages are spread;
- what schools and childcare providers must do to comply;
- the support available for individuals at risk;
- what to do if you have a concern.

Information regarding indicators of radicalisation and extremism, intervention strategies such as **Channel** and protocols for **visiting speakers**, are provided in Appendix 10. Further guidance for staff is also available on the staff administration drive.

Communication

Terra Nova prides itself on its respect and mutual tolerance. Parents and guardians have an important role in supporting the School. Copies of this policy, together with our other policies relating to issues of child protection are on our website and a copy is available on the staff network⁷ and from the School Office. We hope that parents and guardians will always feel able to take up any issues or worries that they may have. We will never ignore an allegation of a child being mistreated or abused and will always investigate any concerns thoroughly. Open communications are essential.

Safer Employment Practices

Terra Nova School follows the government's recommendations in *Keeping Children Safe in Education 2020* and *Safeguarding Children and Safer Recruitment, 2015* for the safer recruitment and employment of staff who work with children. The Headmaster, Bursar and the Headmaster's PA, are the members of staff involved with recruitment and have completed a Safer Recruitment online training course.

⁵ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

⁶ <http://lms.educareforeducation.com>

⁷ https://cdn.shopify.com/s/files/1/0101/7590/5855/files/TN_2019_Child_Protection_Safeguarding_Policy.pdf?2766

All members of staff considered to be involved in regulated activity at the School are checked before starting work. These checks include an Enhanced Level with barred list information DBS, prohibition check, and a series of pre-appointment checks. All governors, volunteer helpers, contractors working regularly during term-time, such as contract catering staff and adult members (aged 16 or over) of the families of members of staff who live on site are also vetted.

Details on the safer recruitment procedures in place at Terra Nova are contained in a separate Safer Recruitment Policy and it is reviewed annually by the Governing Body.

Safe School, Safe Staff

We will ensure that:

- Teachers are aware that the *Teacher Standards 2013* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All school staff have a responsibility to provide a safe environment in which children can learn;
- All school staff are aware that they have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff have a responsibility to take appropriate action, working with other services as needed;
- In addition to working with the Designated Safeguarding Leads, staff members are aware that they may be asked to support social workers to make decisions about individual children;
- All members of the governing body understand and fulfil their responsibility to ensure that they, and the School, safeguard and promote the welfare of children through all policies, arrangements, and activities. The Governor responsible for safeguarding issues is currently Mrs Eleanor Lee-Jones;
- We have a Designated Safeguarding Lead (who sits on the SLT) and three deputies, all of whom have undertaken appropriate training through the CЕСP and SCIES. In line with recommendations in KCSiE (2020), the DSLs and Deputies will update their training annually;
- The DSLs report at least once per term to the Governor's Safeguarding Committee on safeguarding issues. Subsequently the governor responsible for Safeguarding, or one of the DSLs, reports to the Full Board on safeguarding and/or modifications made to the policy;
- All members of staff are provided with an annual update of safeguarding initiatives and issues are discussed at section meetings. Full safeguarding awareness training, as set out by the ISCB, is provided at least every three years and staff are all issued with the latest copy of Part 1 and Annex A of KCSiE (2020) and the most up to date school policy. This includes basic training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the Designated Safeguarding Leads. It should be borne in mind that abuse might in some cases be being perpetrated by another child rather than an adult;
- All members of staff, volunteers and governors know how to respond to a pupil who discloses abuse;
- Governors and Staff are aware that there is a Missing Child Procedure (2019) which details the actions to take in the event of a child missing from the site;
- All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding procedures through publication of the School's Safeguarding Children Policy on the School website and reference to it in parent information packs;

- Lettings and other organisations using the School facilities or organising activities for children are aware of the School's safeguarding guidelines and procedures;
- We will ensure that safeguarding-type concerns or allegations against adults working in school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified as appropriate to the Disclosure and Barring Service (DBS), for a DBS referral and/or referral to the Teacher Regulation Agency (TRA) based on the criteria set by the organisations;
- The name of the designated members of staff for safeguarding will be clearly advertised in the School, with a statement explaining the School's role in referring and monitoring cases of suspected abuse;

Definition of abuse

Child abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. The different types of abuse, and signs of abuse, taking place are detailed in **Appendix 7**.

Peer on Peer Abuse (abuse of a child by one or more other children):

Staff know that safeguarding issues can manifest themselves via peer on peer abuse or child on child abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- upskirting, typically this 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;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

Staff are clear on our procedures with regards to peer on peer abuse and do not take it any less seriously than adult abuse; we ensure that we apply the same thresholds.

A distinction needs to be drawn between behaviour best dealt with by the anti-bullying policy⁸ and more complex behaviour which can be particularly harmful and where both the perpetrator and the victim may need specialist help. A bullying incident should 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.

The school recognises that children may abuse their peers physically, sexually and emotionally; this will not be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence. They may also involve technology such as 'Sexting' (see p.55 for details). It is important to consider the forms abuse may take and the subsequent actions required. The school will take this as seriously as abuse perpetrated by an adult, and

⁸ https://cdn.shopify.com/s/files/1/0101/7590/5855/files/Anti-Bullying_Policy_1.pdf?757

address it through the same processes as any safeguarding issue. We also recognise that children who abuse others are also likely to have considerable welfare and safeguarding issues themselves.

Abuse is not just an adult crime. Children can pose a threat either physical or sexual to other children. The matter must be reported to the Designated Safeguarding Lead who should continue with the normal referral procedures. Any disclosure from a child about another child should be dealt with in the same way as set out in the policy for any disclosure.

When dealing with abuse by children on peers, schools should follow the key safeguarding Documents, Keeping Children Safe in Education and Working Together to Safeguard Children, even where the alleged perpetrator is a child. This will entail:

- Effective implementation of the school's usual safeguarding and anti-bullying policies (and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue);
- Seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by the Local Safeguarding Children Board;
- If a child is in immediate danger or is at risk of harm, an immediate referral to children's social care and/or the police;
- Following the advice for practitioners in: What to do if you're worried a child is being abused;⁹
- Effective information sharing with any agencies or other professionals involved;
- Where allegations of abuse or assault have been made against one or more of its own pupils, a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrators receive appropriate support. Decisions arising might include, for example, whether the accused pupil should be removed from school for a period, or from certain classes, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children etc;
- Good record keeping of related conversations, meetings and communications.¹⁰

It is important to note that adults at Terra Nova School understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.

Mental Health

We recognise that the school has an important role to play in supporting the mental health and wellbeing of our pupils. All staff are aware of mental health as a specific safeguarding issue and understand 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.

Staff 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. They share their concerns with the Head of EYFS or members of the Pastoral Team, as appropriate. The Pastoral Team

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www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf (DfE; March 2015)

¹⁰ ISI Update to schools - 53, p.4 (ISI; May 2017)

applies the school's behaviour management systems, keeping in mind the guidance contained within the DfE document 'Mental Health and Behaviour in Schools'.¹¹

The school employs a counselor who can offer professional advice and guidance to students themselves and to staff who are supporting children with ongoing mental health concerns.

Staff know that 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. The school subscribes to Educare and The National College and the chair of the Pastoral Team highlights suitable courses to staff. Learning is cascaded through members of the pastoral team.

In situations when a mental health concern about a child is connected to a safeguarding concern, staff should contact the designated safeguarding lead or a deputy immediately.

The school actively seeks to promote positive health, wellbeing and resilience in pupils and we work with other organisations through visits and assemblies and in PSHCEE sessions to reinforce these messages in the curriculum and whole-school culture.

Children at Risk and Children in Need

It is important to distinguish between children who have suffered, or are likely to suffer significant harm, and those who are in need of additional support from one or more agencies. This is the distinction between Children **at Risk** and Children **in Need**.

Children at Risk should be reported to Cheshire East Consultation Service (ChECS), or in the case of Radicalisation, Channel, immediately. In the case of FGM, it is mandatory for the school to contact the Police.¹²

In cases where it is felt the child requires assistance from other agencies that support pupils, such as CЕСP, Safeguarding Children in Educational Settings (SCiES) or Child and Adult Mental Health Service (CAMHS), the School will liaise with these agencies and inter-agency assessment using local processes such as the Common Assessment Framework and Team Around the Child approach as appropriate. The School also provides access to a counsellor for those children who can most benefit from this.

The DSL holds a list of students with safeguarding files and children with a Social Worker are clearly identified on this list. The DSL assumes overall responsibility for the educational outcomes of these children and ensures that relevant staff are made aware of the identity and circumstances of these children. The DSL oversees any appropriate academic support or adjustments required by these children and promotes a culture of high aspirations for this cohort.

The Pastoral Team carefully monitors concerns about the mental health of particular pupils and further information about this can be found in appendix 11.

¹¹

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

¹² KCSiE (2020) Para.33 & Annex A

Thresholds for Support

Each child has different needs and will need different support in order to ensure their needs are met and they meet their potential in life and thrive. Cheshire East Children's Services uses the "Wedge model" which describes four different levels of additional need and support that children and families within the county might experience.

Each separate level in the wedge is described in more detail in the guidance to assist professionals in identifying and assessing where a child lies on this spectrum and understanding the subsequent actions expected of them at each level in order to ensure that the child's needs are met. Some children have greater needs and may require additional support or support from more than one agency. Where this is necessary, Cheshire East Children's Services focus on early intervention and prevention services in order to ensure that children and their families receive the most appropriate support to meet their needs at the earliest opportunity.

In summary, the four levels of need are: early help; universal, targeted and complex; and Statutory help: specialist. Only a small proportion of children in the county will need complex and specialist intervention.



Staff Responsibilities:

Designated Safeguarding Lead (DSL)

The school has a DSL, whose role is to take responsibility for the effective implementation of safeguarding procedures at the school.

The DSL is supported by three **Deputy Designated Leads** who provide cover for the role of DSLs. The DSLs, and Deputies, are responsible for:

- Referring a child promptly, if there are concerns about possible abuse, to the CESC and acting as a focal point for staff to discuss concerns;
- Keeping written records of concerns about a child even if there is no need to make an immediate referral;
- Ensuring that all such records are kept confidentially and securely on CPOMS, separate from pupil records on iSAMS. Access to these records is restricted to the DSL, Deputy DSLs and Headmaster;

- Ensuring that, where children leave the school, their CP records are transferred, separately from any other records, to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt is obtained;
- Considering whether it would be appropriate to share any information with the new school 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;
- Liaising with other agencies and professionals as appropriate; including the LADO, LSCB, ChECS and Police if necessary, according to guidance published by the NPCC¹³;
- Ensuring that either he/she or the class teacher attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents;
- Ensuring that any pupil currently on the safeguarding register who is absent without explanation for two days is referred to their key worker's Social Care Team;
- Attending refresher training annually with the SCiES in line with KCSiE (2020);
- Organising safeguarding induction and training for staff every 3 years, as stipulated by the CЕСP keeping them aware of child protection procedures and updates. There will also be annual updates provided for all staff and the DSL ensures matters are discussed weekly at staff meetings;
- Providing, with the Headmaster, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by all staff and governors; number and type of incidents/cases, and number of children with safeguarding plans (anonymised);
- Attending the Governing Body's Safeguarding Committee meetings.

Policy and procedures are discussed half-termly at meetings between the DSL and designated governor with a responsibility for safeguarding. Minutes of these meetings are held by the clerk to the governors. A report is presented to the governors at the Full Board Meeting, at the same time as an update on governors' responsibilities.

The DSL has a reduced timetable to allow them time to carry out the responsibilities listed above and have regular reviews of their own practice.

All Staff

All staff have the following Responsibilities:

- To have read and understood Part 1 and Annexe A of Keeping Children Safe in Education (KCSiE), 2020;
- To know the names of the DSLs and have an awareness of their role;
- To be aware of the types and signs of abuse, detailed in this document and in other guidance provided as part of the Staff Handbook and in the Appendices of this document;
- To refer any safeguarding concerns to the DSL;
- To know and closely follow the 'Staff Procedures' listed below when dealing with any safeguarding issues.

All members of staff must share their concerns if they:

- suspect that a child is injured, marked, or bruised in a way which is not readily attributed to knocks or scrapes received in normal play, or which is inconsistent with the explanation provided (or if the explanation provided is not consistent over time);
- note behaviours, actions or over-familiarities which give rise to suspicions that a child may have suffered abuse;
- note indications that a child is suffering from any lack of care or treatment, or that a child is suffering as a result of emotional maltreatment;
- receive hints or a disclosure of any abuse from a child or other person, note regular patterns of absence or any period of unaccountable absence;
- are aware of cultural practices that may give rise to possible abuse such as Female Genital Mutilation;
- are concerned that a child may be at risk of possible sexual exploitation.

All staff understand the Cheshire East Safeguarding Children's Partnership 'Continuum of Need' and Child Protection Procedures, particularly the importance of Early Help. We work in accordance with the CESC document 'Timely Support for Children and Families in Cheshire East', which supports staff in accessing the right help and support for children and their families at the right time. All staff need to be particularly 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 into antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;

For further guidance regarding this, please see Appendix 7: What is child abuse?

Additionally, staff should refer to and be familiar with the relevant section in KCSiE (2020) relating to types of abuse and indicating signs.

Staff procedure if abuse is suspected

All members of staff and volunteers, both teaching and non-teaching, have a statutory duty to refer any fear or allegation of abuse directly to a DSL or Deputy DSL.

In the event that the allegation or rumour concerns a member of staff or volunteer, the Designated Safeguarding Lead will follow the procedures set out under the 'Management of Concerns Regarding the Professional Conduct of Staff' part of this policy.

- Until asked to do so, staff should not contact parents if abuse is suspected.
- For all other allegations/concerns the DSL will discuss these with the person making the referral and the DSL will, if deemed appropriate, contact ChECS within one working day of a disclosure or suspicion of abuse.
- Staff should be aware that anyone can make a referral to ChECS at any time.

- The DSL may decide to make a referral without parental consent, where to seek such consent would not be in the best interests of the child; for example, on certain occasions where a child has made a disclosure relating to parents.
- The DSL will keep a record of all communications made.
- The School is committed to working alongside any relevant authorities and will send a representative to any meetings called with regard to a specific safeguarding issue.
- If an allegation involves a DSL, staff should inform either the Headmaster or the Chair of Governors.
- **Never** take photographs of injuries or examine marks and injuries solely to assess whether they may have been caused by abuse or investigate or probe, aiming to prove or disprove possible abuse. Do not assume that someone else will take the necessary action. Do not speculate or accuse anybody, confront another person (adult or child) allegedly involved, offer opinions about what is being said or about people allegedly involved or forget to record what you have been told. Never fail to pass the information on to the correct person or ask a child to sign a written copy of the disclosure or a 'statement'.

For further guidance please see **Appendix 7: Responding when children tell about abuse or the Pocket Guide**.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to ChECS immediately. Anybody can make a referral. If the child's situation does not appear to be improving, the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child as soon as possible.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do arise.

In some situations, children will not be at risk of suffering or have suffered risk of serious harm but may still need support from agencies outside school. In these cases, referral to the DSL Operational should still be made and the DSL, along with the Headmaster, will set up a welfare file and interact with the relevant local social care agencies to ensure the right type of support for a child and/or their family.

Supporting Children

Terra Nova School recognises that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and may find it difficult to develop and maintain a sense of self-worth. It also recognises that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Terra Nova prides itself on its excellent pastoral support structures. The School will support all pupils by:

- Preparing all pupils to make reasoned, informed choices, judgments and decisions through Philosophy 4 Children, Assemblies and PSHCEE;
- Encouraging self-esteem and self-assertiveness, through the curriculum as well as through our relationships, whilst not condoning aggression or bullying;
- Promoting a caring, safe and positive environment within the School, ensuring that all pupils know that there are adults to whom they can turn if they are worried, including an Independent Listener;
- Displaying and providing children with written advice on where they can seek help;
- Providing boarders with access to helpline numbers and access to telephones to call for support in private;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Notifying the appropriate authorities as soon as there is a significant concern. Providing continuing support to a leaving pupil about whom there have been concerns by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring the School medical records are forwarded as a matter of priority;
- The school has Anti-Bullying and Behaviour policies which are aimed at supporting vulnerable pupils in the school.¹⁴

Children with special needs and disabilities

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs - and having a higher risk of peer isolation; and
- Communication barriers and difficulties in overcoming these barriers.

We aim to build the necessary skills in staff so that they can safeguard and respond to the specific needs of this group of children.

Children Missing from Education and Missing Children

Children Missing from Education

Our procedures regarding children missing from education comply with the Cheshire East Safeguarding Children's Partnership (CESCP) guidance and with KCSiE (2020).

Our staff will follow the school's separate procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. We have appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. Staff are alert to signs to look out for and the individual triggers to be aware of when

¹⁴ https://cdn.shopify.com/s/files/1/0101/7590/5855/files/Anti-Bullying_Policy_1.pdf?2757 and https://cdn.shopify.com/s/files/1/0101/7590/5855/files/Behaviour_Policy_2019_1.pdf?759

considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

Terra Nova has an admission register and an attendance register. Where reasonably possible, the school will hold more than one emergency contact number for each pupil. We follow-up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence and notify ChECS if there is an unexplained absence of more than two days of a child who has a Child Protection or Safeguarding file open. Additionally, the DSL will notify the applicable local authority of any child who is going to be deleted from the admission register, where the child:

- has 10 days or more continuous absence from school without an explanation;
- has been taken out of school by their parents and are being educated outside the school system e.g. home education;
- has left school suddenly and the destination is unknown;
- has not taken up an allocated school place as expected;
- has been certified by a doctor as unlikely to be in a fit state of health to attend Terra Nova;

The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. This will assist the local authority to fulfil its duty to identify pupils of compulsory school age who are missing in education and follow up with any pupil who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

In addition, and in line with Government advice¹⁵, we recognise that we are under an automatic duty to provide information to the local authority for non-standard transitions. This relates to pupils removed from the admission register before completing the final year of education normally provided by the school, or pupils added to the admission register after the start of the first year of education normally provided by the school.

Confidentiality

The School recognises that all matters relating to safeguarding are confidential. The Headmaster or Designated Safeguarding Lead will only disclose any information about a pupil to other members of staff on a need to know basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being. Staff will always undertake to share the intention to refer a child to the CЕСSP with the child's parents/carers; unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the CЕСSP and LADO on this point.

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Supporting Staff

We recognise that staff working in the School who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with a DSL, or another member of the SLT, and to seek further support as appropriate.

Management of Concerns Regarding the Professional Conduct of Staff

Part 4 of KCSiE (2020) provides the most recent guidance on dealing with allegations of abuse against teachers and other staff, including allegations that may meet the harms test. All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. All Staff should be aware of relevant policies. Guidance for staff is contained within the Staff Handbook, which contains a Staff Code of Conduct.

The School acknowledges that a pupil may make an allegation against a member of staff. If such an allegation is made against a teacher or volunteer, the quick resolution of that allegation must be a clear priority for the benefit of all concerned. All allegations about a member of staff should be referred to the Headmaster (or the Chair of Governors should the allegation involve the Headmaster). At any stage of consideration or investigation, all unnecessary delays should be eradicated. The School will not undertake its own investigation of allegations without prior consultation with the Local Authority Designated Officer (LADO) or in more serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases discussions with the LADO can be held informally and without naming the School or the individual. The school does not require parental consent before contacting the LADO.

If the allegation concerns the Headmaster, the Chair of Governors will consult with the LADO as above, without first notifying the Headmaster.

The Headmaster on all such occasions will discuss the content of the allegation with the LADO. Following the initial telephone discussion the allegation will be put in writing and sent to the LADO. In the case of serious harm, the police will be informed. The School will follow the procedures for managing allegations against staff, which are contained in Appendix 4. The school will not normally send a child home, pending such an investigation, unless this advice is given exceptionally as a result of consultation with the LADO.

Suspension of the member of staff, excluding the Headmaster, against whom an allegation has been made, needs careful consideration. The Headmaster will seek the advice of the LADO and Chair of Governors or, in his absence, the Governor with special responsibility for safeguarding. In the event of an allegation against the Headmaster, the decision to suspend will be made by the Chair of Governors following advice as above. The School will support staff by providing an opportunity for them to talk through their anxieties with an agreed person and to seek further support as appropriate. In the event of a person (employee, contractor, volunteer or student) leaving the School whose services are no longer used because they are considered unsuitable to work with children, a referral will be made promptly to the DBS and certainly within one month of them leaving.

Should a teacher be dismissed for misconduct (or would have been dismissed had they not resigned first) consideration will be given to making a referral to the Teacher Regulation Agency (TRA).¹⁶

Whistleblowing

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff have a duty to raise concerns, where they exist, about the management of safeguarding, which may include the attitude or actions of colleagues. If necessary, to consult out of school, they should speak in the first instance to the LADO, following the **Whistleblowing guidance in Appendix 5**.

Physical Intervention and Positive Handling

Our policy on physical intervention by staff is set out in Appendix 3 of this document and acknowledges that staff must only use physical intervention as a last resort, when a child is endangering self or others, and that at such times it must be with the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention should be appropriately trained. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under safeguarding or disciplinary procedures. We recognize that touch is appropriate in the context of working with children, and all staff have been given guidance to ensure they are clear about their professional boundary.

Prevention and Opportunities to Teach Safeguarding

We recognise that the School plays a significant part in the prevention of harm to our pupils by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

At Terra Nova School the PSHCEE curriculum provides a valuable platform for us to openly discuss safeguarding matters with our students and to ensure that they are taught about how we work together to safeguard them. The content of this curriculum includes: Relationships Education and Relationships and Sex Education, Online Safety, Identity and Diversity, Radicalisation, Drugs, Lifestyle and other topics relating to safeguarding.

The School community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
- Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty;
- Include across the curriculum opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

¹⁶ Statutory guidance is available at <https://www.gov.uk/guidance/teacher-misconduct-referring-a-case>

Boarding

The DSL is currently the Head of Boarding, but when this is not the case then the DSL works closely with the Head of Boarding, to ensure that there is a culture of vigilance in the Boarding House. Children are made aware of who they can approach and talk to if they are worried or have concerns. All Boarders, at the beginning of each term or as part of their first night induction, are shown the location of the phones and key contact numbers. Further details regarding the safety and wellbeing of boarders can be found in the boarding policy.

Induction and Training of Staff

Enhanced DBS checks are carried out on all staff working in any capacity for the School and none are permitted unsupervised access to pupils until these are received and duly recorded. All new staff including gap students meet with the DSL as part of their induction programme. This meeting clarifies the School's safeguarding children procedures, gives guidance regarding being alone with pupils and appropriate physical and verbal contact. In addition, it also covers issues such as school confidentiality guidelines, procedure for referral within the school, possible indicators of abuse and how to deal with a pupil during the process of disclosure. Having received the induction session all new staff are provided with a copy of Part 1 of KCSiE (2020), the Child Protection and Safeguarding Policy and Appendices, the Staff Handbook & Code of Conduct.

Each year all staff and governors are required to sign a receipt to say they have read and understood the safeguarding policies. Each time the procedures file is amended the DSL will inform staff. At September INSET each year staff will receive an update from the DSL and SCiES. Compulsory full basic safeguarding training from SCiES is offered every year and is required to be completed at least every three years. This training covers essential elements within our safeguarding ethos, with special focus on Pupil Behaviour and the Safeguarding Response to Children Missing in Education (page 18 and 19 of this policy).¹⁷

Staff Code of Conduct/Staff Handbook

Terra Nova School believes in creating a whole school culture that is safe and inclusive. The Staff Code of Conduct and associated policies and guidance aim to underpin this culture. The Staff Code of Conduct and Staff Handbook set out our key principles for the creation and maintenance of a safe school culture.

Objectives of a Safe School culture:

- To safeguard pupils and protect staff;
- To make explicit expectations of performance and conduct;
- To minimise opportunities for abuse;
- For all staff to have confidence to report concerns with full confidentiality;
- To respond promptly to concerns: the school will always investigate and address issues;
- To exercise appropriate sanctions;
- To create and maintain an ethos of mutual respect, openness and fairness.

¹⁷ https://docs.google.com/document/d/1ma6BpBIT-c-CvVbbHBBYt5eZnL_oowUx-2QSzrAtSilk/edit Pupil Behaviour Policy

Copies of the staff code of conduct, associated policies, staff handbook and guidance can be found in the Staff Administration area on the Google Drive.

Health and Safety

The School's Health and Safety policy, set out in a separate document, reflects the consideration given to the protection of our children both physically within the School environment and, for example in relation to internet use, when away from the School whilst undertaking school trips and visits.

Complaints

Clearly staff at Terra Nova work hard to ensure that neither parents nor children have any cause for complaint. However, a copy of the School's Complaints Procedure can be sent out on request and is available on the School website and from the School Office.



Child Protection and Safeguarding Policy

APPENDICES

Appendix 1	Guidance on Staff Interaction with Pupils
Appendix 2	Confidentiality
Appendix 3	Positive Handling of Pupils
Appendix 4	The Management of Concerns Regarding the Professional Conduct of Staff
Appendix 5	Whistleblowing Procedures
Appendix 6	Safer Recruitment of Staff
Appendix 7	What is Child Abuse?
Appendix 8	Responding when Children tell about abuse
Appendix 9	Listening
Appendix 10	Prevent Duty
Appendix 11	Relationships and Sex Education
Appendix 12	Safeguarding and Coronavirus



Appendix 1 - Guidance on Staff Interaction with Pupils

The current climate of suspicion with regard to child abuse poses a real dilemma for caring adults. This is true in all schools but especially so in boarding situations such as at Terra Nova where the school takes a pride in fostering a warm and caring family atmosphere. In order to protect children from abuse, and staff from suspicions of abuse, the natural inclination to comfort and reassure children through physical contact has to be curbed, and impulse restrained, by a considered assessment of the situation.

This does not mean that physical contact is never permissible. It does mean that adults touching children must operate within understood limits, and that contacts beyond those limits must be a considered response which can be justified if necessary. Any contact must be entirely unambiguous and good practice would decree that the contact be initiated by the child.

Where those limits lie will vary according to the age of the child and the role of the member of staff. A young child, for example, may well require to be comforted and reassured. Prohibition of any physical contact would clearly not be of benefit to the child. It would be expected that the need and desirability of such contact with older pupils, especially day pupils, would be considerably less although, even in these circumstances, situations could arise in which it would be a natural and human occurrence (the death of a pupil for example), so long as it was agreeable to both parties and appropriate.

It is impossible to lay down rigid rules about what is and is not permissible. Common sense is a good guide, but it must be informed common sense. Child abusers often seek to gain the trust and confidence of children by seeming to care and then exploiting that trust. It is important for staff to realise that too generous limits, which can be operated satisfactorily by some, can be exploited by others with less worthy motives.

Opportunity

Opportunities for abuse exist in all schools, especially boarding schools, and in one-to-one situations. The simplest advice would be to try, as far as possible, to avoid being alone with a pupil. This may prove difficult, especially in those situations where it may be seen as beneficial for a child to have some opportunity for one-to-one contact with an adult. Where this does happen, it should be arranged sensibly with others, where possible, within earshot or vision. If possible, in one-to-one situations, staff are encouraged not to isolate themselves behind closed doors.

Physical Contact

This may be for the purpose of:

- care

- instruction
- positive handling

Staff should always be able to justify the need to resort to physical contact in any situation. The nature of the contact should be limited to what is appropriate and it must be unambiguous.

Positive handling should involve only the minimum force necessary to protect children from harming themselves or others, or inflicting damage to property. If possible, colleagues should be summoned to witness or assist, if necessary. (See Appendix 3: Positive Handling of Pupils)

Remarks

Salacious or demeaning remarks should never be made to, or in the presence of, children. This includes remarks about a child's physical characteristics or development or any other suggestive or derogatory comments.

Attachments

Staff should share their concerns with the Headmaster if they suspect:

- that a pupil is becoming inappropriately attached to you or to another member of staff;
- your relationship with or feelings towards a pupil could be placing you at risk of unprofessional behaviour.

Allegation of Abuse by a member of staff will be dealt with as set out in the Child Protection and Safeguarding Policy and the Staff Handbook.

Mobile Phones

Full guidance on the use of mobile phones is provided in the staff acceptable use policy. However, staff and parents should be aware that in the EYFS setting mobiles phones are strictly forbidden. A facility for staff to lock their phones away is provided in the staffroom.



Appendix 2 – Confidentiality

The policy of the School is to work in partnership with parents in order to promote the welfare of children. Terra Nova also aims to build up relationships of trust with the children. Children and parents should feel able to raise concerns, with the school, about safety and welfare in the knowledge that these will be dealt with sensitively. Because of the potential sensitivity of these issues, Terra Nova will operate on the presumption that anything imparted in confidence will be treated in confidence.

This is subject to three qualifications:

1. Anything imparted 'in confidence' to a member of staff, or person approached as an associate of the School, may be shared with a restricted number of colleagues should that person feel in need of support and guidance.
2. If serious concerns are raised about the safety or welfare of a child, the person approached may be obliged, in terms of the School's protection procedures to pass that information onto the Designated Safeguarding Lead for consideration as to whether it should be shared with the local authorities. In these circumstances, the person would not, except in an emergency, breach the confidence of the person seeking the assistance without first letting them know.
3. The School must, of course, pass on information when legally obliged to do so, for example, by a court of law. Children must also feel able to share concerns with staff. Problems may arise when a child consults a member of staff about a problem and does not want the information to be shared with parents. Whilst staff will try to encourage children to share the information with parents where that is appropriate, there may be circumstances in which any pressure to pass the information on could result in the child keeping the problem to him or herself or not sharing concerns in the future. Parents should also be assured that it is the aim of the School always to act in the best interests of the child and to encourage the fullest possible involvement and consultation with parents.
4. The school is mindful of its responsibilities with regard to information sharing and especially of the principle that safeguarding children is a processing condition that allows practitioners to share special category personal data, including sharing information without consent where there is a good reason to do so. We will always act in compliance with GDPR and with reference to the data protection toolkit for schools 2018.¹⁸



Appendix 3 – Guidelines for the Positive Handling of Pupils

The law clearly forbids a teacher to use any degree of physical contact, which is deliberately intended to punish or, primarily, cause pain, injury or humiliation.

Like all schools, Terra Nova School reserves the right for staff to use reasonable force to control or positively handle a pupil in specific circumstances, including to manage a child's behaviour if absolutely necessary. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do)" any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to any person (including the pupils themselves);
- Causing damage to the property of any person (including the pupils themselves);
- Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise.

Positive handling in any of the above circumstances must only be used when there is no alternative to its use. Every effort must be taken to avoid the use of physical force: for example, rather than use force to remove a disruptive pupil from the classroom, the option exists to lead the rest of the class out and leave the disruptive pupil behind.

Positive handling may involve blocking the path of pupils, positioning oneself between pupils, touching, holding, pushing, pulling or leading a pupil by the arm or shepherding a pupil away by placing a hand in the centre of the back.

Only in the most exceptional circumstances and where there is no alternative can a person justify the use of force upon a pupil which might reasonably be expected to cause injury. Positive handling must involve the minimum force necessary to prevent injury or remove the risk of harm and should be gradually relaxed as the pupil gains self-control.

Physical positive handling must not be used to gain compliance with staff instructions when there is no immediate risk to the pupil or to other individuals.

Staff are not expected to positively handle a pupil if, by so doing, they consider they put themselves at unacceptable risk.

Examples might include:

- where pupils are fighting;
- on the verge of committing a deliberate damage or vandalism to property;
- causing themselves or others to be at risk of damage by accident;

- through rough play or the misuse of dangerous materials or objects.

The legal position: The touching, positive handling, use of force against or constraint of a pupil is something to be approached with great caution. Such acts may result in accusations of either criminal offence or result in civil action based on the following:

- assault and battery
- false imprisonment
- sexual assault
- corporal punishment.

Records

Should positive handling be required on any pupil, the Headmaster should be informed and he will contact the parents. The member of staff will be required to record the incident on iSAMS and should indicate:

1. the name of the pupil
2. the date and location of the incident
3. why the use of force was deemed necessary
4. details of the incident, including all steps taken to defuse the situation and resolve it without force, and the nature of force used
5. the pupil's response
6. the outcome of the incident
7. description of any injuries suffered by the pupil or others and details of any damage to property during the incident



Appendix 4 - The Management of Concerns Regarding the Professional Conduct of Staff (Safeguarding)

Introduction

The school is aware of the possibility that an allegation that might indicate a member of staff is unsuitable to work with children, either in their present position or any other capacity. There has to be a standard procedure for dealing with allegations. It is the responsibility of the Headmaster and the Chair of Governors to implement all policies and procedures relating to safeguarding and to ensure that all staff are made aware of them. These procedures will be applied with common sense and judgement. The school will quickly and fairly deal with any allegation. It will be dealt with ensuring the child is protected but that the staff member is also supported.

When procedures are invoked

They will be followed in cases in which it is alleged that a teacher or member of staff in school 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 they are unsuitable to work with children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. (This includes awareness of 'transferable risk', taking account of incidents outside school, including those not involving children but which may have an impact on suitability to work with children.)

A 'staff member' is a person whose work brings them into contact with children in an education setting. It, therefore, applies to all teachers and support staff in schools, supply teachers, volunteers and other adults, whether paid or working in a voluntary capacity (including supply teachers) on or off school premises and sites. In the case of an allegation against the Headmaster, the Chairman of Governors is responsible for initiating the School Child Protection and Safeguarding Policy.

In some circumstances the school will consider an allegation against an individual not directly employed by Terra Nova, where our own disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency, so as to ensure all allegations are dealt with properly. In such circumstances we will always seek to discover the facts and liaise with the local authority designated officer (LADO) to determine a suitable outcome. We will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Principles

The procedures need to be applied with common sense and judgment. The procedure in the school's Child Protection and Safeguarding Policy, that applies for listening to any child, is to be followed when an allegation is made against a staff member. It is essential that the child is neither interrogated nor guided in what to say, and that a written record of the initial conversation is made as soon as practicable. Confidentiality should never be promised to a child making a disclosure.

Where the allegation relates to the use of positive handling it will be appropriate for the Headmaster to deal with this at a school level. However, an allegation of assault beyond the use of reasonable force would need to be referred as a safeguarding matter.

Procedures

All staff have a statutory responsibility to report if they believe a member of staff is harming, or using unacceptable behaviour towards a child. (See Appendix 5: Whistleblowing). The Headmaster must be immediately informed of the concern or allegation. Staff must not attempt to further investigate the allegation but provide a full written record of what the pupil said, signed and dated and keep the original notes. If the concern/allegation is against the Headmaster, they should inform the Chairman of Governors. It is important that allegations are examined objectively by someone independent of the school.

The Local Authority Designated Officer (LADO) will be informed of all allegations that come to the School's attention on the same day. This will then enable the LADO to consult police and social care colleagues as appropriate.

The Headmaster will not take any other action or start an investigation before consulting with the LADO. It is the responsibility of the Police and Assessment Team to investigate allegations of abuse. The Headmaster will not interview the child, the member of staff or other potential witnesses as any such intervention could jeopardise a criminal investigation.

Enquiries will be minimal and include, for example:

- Was the pupil in school that day?
- Did the pupil have any contact with the member of staff?
- Have any other potential witnesses come forward?

Following confirmation that there was potential for contact, the Headmaster will seek advice from the LADO. Various options will be agreed with the LADO depending on the circumstances.

Following consultation with the LADO, the Headmaster will:

1. Ask for a written account from the member of staff reporting the allegation, countersigning and dating the account to record receipt.
2. Advise the person that the matter must remain in absolute confidence unless informed otherwise.
3. Record any information about times, dates, location and names of potential witnesses.
4. Send this information to the LADO within twenty-four hours.

The issue of whether suspension is appropriate will be considered at this stage, and a risk assessment completed. The Headmaster in consultation with the LADO will then inform the

person making the allegation of the likely course of action and ensure that the parents of a child making an allegation have also been informed of the facts.

At this point the member of staff, against whom the allegation has been made, will be informed. All information on the allegation will be provided; subject to agreement from the authorities involved. The member of staff, subject to the allegation, will be informed of action to be taken and the outcome of the risk assessment, carried out by the Headmaster, and any restrictions it may involve. They will have the services of a named person for support along with the contact details for the School Medical Officer and Counsellor. They will be informed of their right to consult with a union official.

The Allegation will then be investigated by the Child Protection Unit, Police Public Protection Investigations, LADO, social workers, police officers trained to undertake such investigations and any other relevant bodies (Strategy Meeting). The Headmaster/Chairman of Governors may be in attendance as appropriate. Whilst the member of staff, subject to the allegation will not be invited, they will be informed of the outcome. The named person supporting the staff member will keep them updated with the procedure.

Confidentiality

Throughout the investigation, from the point that an allegation has been made, all discussions should be recorded in writing. The parent/carer will be kept informed about the progress of any investigation and told the outcome where there is no criminal prosecution, including the outcome of any disciplinary process. The parents are not usually entitled to the deliberations, and the information taken into account in reaching a decision, but they will be told the outcomes in confidence and made aware of the laws regarding publishing allegations about teachers as in the Education Act 2011.

Since October 2012, there are restrictions on the reporting or publishing of allegations against teachers and so the school must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/Teacher Regulation Agency (TRA) publishes information about an investigation or decision in a disciplinary case.

In the event of an allegation of serious harm or abuse in the EYFS setting by any person living, working or looking after children, Ofsted will be informed (via the ISI office) within 14 days.

Suspension

A member of staff against whom an allegation is made will not automatically be suspended. Suspension is not only a traumatic experience for the individual involved but also for their family and the whole staff. Decision to suspend and/or take disciplinary action is for the Headmaster.

Suspension is only considered if:

- There is cause to suspect a child has suffered significant harm;
- The allegation warrants investigation by the police;
- The allegation is so serious that it might be grounds for dismissal.

Paid leave of absence, mutual agreement to refrain from work, alternative duties/locations or removal of direct contact with the pupil may also be used as an alternative to suspension. A risk assessment will be undertaken to determine whether the member of staff should be suspended

taking the context of the allegation into account. In the event of a member of the boarding staff being suspended, pending investigation of a safeguarding nature, arrangements will be made where necessary to provide alternative accommodation. The School will support staff by providing an opportunity for them to talk through their anxieties with an agreed person and to seek further support as appropriate.

After the investigation

The next course of action will depend on how the investigation unfolds and the school will follow recommended procedures, from the LSCB or other agencies, depending on circumstances.

Where an allegation is found to be false the case may be referred to the LSCB to determine whether the child concerned is in need of services or may have been abused by someone else. The member of staff will be informed both orally and in writing that no further action is to be taken. They will also be offered support in the form of counselling.

A note of any action taken and decisions reached when allegations are substantiated will be held on the staff member's personnel file in school, and centrally by the Local Authority LADO, and a copy provided for the person concerned. This is to enable accurate information to be given in response to any future request for a reference and clarification in cases where a future DBS search reveals information from the police about an allegation that did not result in a criminal conviction and help prevent unnecessary re-investigation. Records will be kept of all other allegations but any that are not substantiated, are unfounded or malicious should not be referred to in an employer reference. Allegations found to be malicious will be removed from personnel records.

The Headmaster will follow the procedures of investigation and liaison with other agencies as prescribed in the document 'Safeguarding Children and Safer Recruitment' 2015.

In cases that meet the DBS criteria where: 'anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences and who has been removed from working in regulated activity or would have been removed had they not left' a referral to the DBS will be made within one month of a staff departing this includes:

- staff leaving the school whose services are no longer required because they have been deemed unsuitable to work with children;
- ceasing to use a person's services includes:
 - dismissal or nonrenewal of a fixed term contract;
 - no longer engaging or refusing to engage a supply teacher provided by an agency
 - terminating the placement of a student teacher or another trainee
 - no longer using staff supplied by contractors
 - no longer using volunteers
 - resignation
 - voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

In cases where a teacher has left due to 'unacceptable professional conduct' the Headmaster will consider making a referral to the Teacher Regulation Agency (TRA) for a possible prohibition

order. Advice regarding whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in 'Teacher Misconduct: The Prohibition of Teachers: April 2018'.¹⁹



Appendix 5 – Whistleblowing Procedures

Terra Nova School supports a culture of safety and of raising concerns: the school values all its staff and encourages reflective practice.

The following guidance is applicable to all adults working with children, in any capacity, at Terra Nova School (staff).

Introduction

All staff must acknowledge their individual, statutory responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult, it is particularly important where children may be at risk. A person may be the first to recognise that something is wrong but may not feel able to express their concerns out of a feeling that this would be disloyal to colleagues, or that they may fear either harassment or victimisation. These feelings, however natural, must never result in a child continuing to be at risk. Remember: it is often the most vulnerable children who are targeted. The key point being:

Don't think what if I'm wrong – think what if I'm right!

Reasons for whistleblowing

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour;

- To prevent the problem worsening or widening;
- To protect or reduce risks to others;
- To prevent becoming implicated yourself.

What stops people from whistle blowing? A number of excuses are sometimes given but should not prevent disclosure, for example;

- Starting a chain of events which spirals;
- Disrupting the work of the setting;
- Fear of getting it wrong;
- Fear of repercussions or damaging careers;
- Fear of not being believed.

How to raise a concern

Concerns, suspicions or uneasiness should be raised as soon as possible. The earlier a concern is expressed, the easier and sooner action can be taken. It is important to pinpoint exactly what

practice is causing the concern and why. ISI recommends that all allegations 'are to be reported straight away, normally to the Head, but if the designated person is identified to receive referrals ... the Head must be kept informed'.²⁰

At Terra Nova, staff can approach either a DSL or Headmaster but, if preferable, any member of the SLT can be approached to facilitate sharing the concern. The Headmaster will then be informed. However, if the concern is about the Headmaster, staff should contact the Chairman of Governors and, likewise, if it is about a DSL then the Headmaster should be contacted. Where an allegation is made about the Headmaster, the Headmaster must not be informed of the allegation prior to contact with the Chair of governors and LADO.

Staff should always ensure a satisfactory response and not to simply let matters rest. Ideally concerns should be put in writing, outlining the background and history, giving names, dates and places where possible.

Any person raising a concern will not be expected to be able to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

Outside Agencies

Staff are aware that there are other options if they don't want to report their concern to their employer; for example they can get legal advice from a lawyer,²¹ or tell a prescribed person or body.²² If they tell a prescribed person or body, it must be one that deals with the issue they're raising, e.g. a disclosure about wrongdoing in a school can be made to Her Majesty's Chief Inspector of Education, Children's Services and Skills.

In addition, the NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 08:00 to 20:00, Monday to Friday, or email: help@nspcc.org.uk

What happens next?

Any person raising a concern should:

- Expect to be given information on the nature and progress of any enquiries;
- Know that the school has a responsibility to protect them from harassment or victimisation;
- Know that all allegations will be investigated thoroughly;
- Understand that no action will be taken against them if the concern proves to be unfounded but was raised in good faith. However, malicious allegations may be considered a disciplinary offence.

Self-reporting

²⁰ ISI Commentary on the Regulatory Requirements (09/2016) p.21

<https://login.isi.net/Download.aspx?TemplateFile=A%20Documentation%20September%202016%20-%20Commentary%20on%20the%20Regulatory%20Requirements%202016-09.pdf&t=3>

²¹ Find a legal adviser or solicitor in your area through The Law Society if you live in England or Wales at <http://solicitors.lawsociety.org.uk/>

²² A list of prescribed people & bodies you can report malpractice to can be found on p.18 of 'Whistleblowing: list of prescribed people and bodies' (Department for Business, Energy & Industrial Strategy) on: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/510962/BIS-16-79-blowing-the-whistle-to-a-prescribed-person.pdf

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know is impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned.

Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

It is recognised that whistleblowing can be difficult and stressful. Advice and support is available from the DSL, Headmaster, SLT or professional or trade unions.

"Absolutely, without fail, challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"

Sounding the Alarm – Barnardos



Appendix 6 - Safer Recruitment of Staff

The school is fully committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

To assist in its measures to safeguard and promote the welfare of its pupils and create a safe environment for them to learn, Terra Nova adheres strictly to best practice in its recruitment and selection of staff.

Scope of The Safer Recruitment Policy

This policy applies to all who work at Terra Nova who are likely to be perceived by the children as a safe and trustworthy adult. These are not only people who regularly come into contact with children or who are responsible for them but also people who regularly work here when the pupils are present. This includes people not on the payroll such as staff employed by contractors and unpaid volunteers.

Contractors

Children are not allowed in areas where contractors are working for health and safety reasons, so these workers should have no contact with children. However, it is expected that contractors adopt, and implement, safe employment measures and these are confirmed if there is any possibility of contact. An example is catering staff where checks are made by their firm in accordance with safe recruitment.

Volunteers

Where a volunteer is to regularly take a role with the children we would adopt the same procedures as for the employment of paid staff. In the more likely circumstance of a volunteer's role being a one-off, such as accompanying teachers and pupils on a day outing or helping at a school production, measures are provided so that the person is not left alone and unsupervised in charge of children.

Governors

In line with KCSIE 2020, the governors of Terra Nova School are all subject to enhanced DBS checks, including the barred list check, which details whether the applicant is subject to a direction made under section 128 of the Education and Skills Act 2008.

Procedure to be followed for all appointments

At least one member of the interviewing team will have undertaken Safer Recruitment training.

1. Safeguarding statement to be included in all:

- Publicity materials
- Recruitment advertisements
- Candidate information packs
- Person specifications and Job descriptions
- Competency frameworks and Induction training

2. Planning and advertising

The School recognises the need to:

- Clearly decide the mix of qualities and skills to be mentioned in the advertisement to avoid unsuitable applications
- Plan the recruitment exercise, identifying responsibilities and appropriate time scale, to allow the selection process to be thorough and references obtained on shortlisted candidates before their interview
- Draw up a candidate information pack which details the extent of the relationships and contact with children and the degree of responsibility for children that the person will have in the position to be filled
- In an advertisement, in addition to the safeguarding statement, also set out the need to undertake an Enhanced Disclosure via the DBS

3. Application Form

All posts require the completion of a common application form. Curriculum Vitae will not be accepted in place of this form since it will only contain information the applicant wishes to present and may omit relevant details.

Application form contains:

- Full identifying details of the applicant including current and former names, date of birth, current address and National Insurance number;
- For teaching post applications the candidate's DfE reference number is requested and whether they have QTS or are registered with the GTC;
- A statement of any academic and/or vocational qualifications that the applicant has obtained that are relevant to the position, with details of the awarding body and date of award;
- A full history in chronological order since leaving secondary education, including periods of any post-secondary education or training. This includes any part-time and voluntary work as well as full-time employment, with start and end dates; explanations for periods not in employment, education or training; and reasons for leaving employment;
- A declaration of any family or close relationship to existing employees or employers including Governors;
- Details of referees. The form makes it clear that references will not be accepted from relatives or from people writing solely in the capacity of friends.
- A statement of the personal qualities and experience that the applicant believes are relevant to his/her suitability for the advertised post and how he/she meets the person specification.

The form includes an explanation that the post is exempt from the Rehabilitation of Offenders Act 1974 and that therefore all convictions, cautions and bind-overs including those regarded as 'spent' must be declared. It also requires a signed statement that the person is not on the Children's Barred List, disqualified from work with children or subject to sanctions imposed by a regulatory body such as the GTC, and either has no convictions, cautions or bind-overs, or has attached details of their record in a sealed envelope marked confidential

The form records that the successful candidate will be required to undertake a DBS Disclosure at the appropriate level for the post; that the school will seek references on short-listed candidates and may approach previous employers for information to verify particular experience or qualifications before interview.

Also recorded is that if the applicant is working with children either on a paid or voluntary basis his or her current employer will be asked about disciplinary offences relating to children including any for which the penalty time is expired and whether the applicant has been the subject of any safeguarding concerns and if so the outcome or any enquiry or disciplinary procedure. If the applicant is not currently working with children but has done so in the past, the previous employer will be asked about these issues.

Finally the form sets out that providing false information is an offence and could result in the application being rejected or summary dismissal if the applicant is selected with possible referral to the police.

4. Job Description

This clearly states:

- The main duties and responsibilities of the post; and
- The individual's responsibility for promoting and safeguarding the welfare of children and young persons they are responsible for or come into contact with (the extent of that responsibility will vary according to the nature of the post)

5. Person Specification

The person specification will:

- Include the necessary qualifications, experience and any other requirements needed to perform the role in relation to working with children and;
- Describe the competences and qualities that the successful candidate should be able to demonstrate;
- Explains how these requirements will be tested and assessed during the selection process. *For example: "In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:*
 - *Motivation to work with children*
 - *Ability to form and maintain appropriate relationships and personal boundaries with children*
 - *Emotional resilience in working with challenging behaviours; and*
 - *Attitudes to use of authority and maintaining discipline."*
- Explains that if the applicant is short-listed, any relevant issues arising from their references will be taken up at interview

6. Candidate Information Pack

This includes a copy of:

- The application form and explanatory notes about its completion;
- The job description;
- The person specification;
- Relevant information about the school including our Child Protection and Safeguarding Policy statement and Safer Recruitment guidance;
- Direction to the school website;
- A statement of terms and conditions relating to the post.

7. Scrutiny and short-listing

All applications will be scrutinised to ensure they are fully and properly completed, that the information provided is consistent and does not contain any discrepancies, and to identify any gaps in employment. Repeated changes in employment without any clear career or salary progression or a mid-career move to supply teaching or temporary work will be explored and verified. Any such anomalies are noted so that they can be taken up as part of consideration whether to shortlist the applicant.

All candidates are assessed against the criteria contained in the person specification without exception.

8. References

Open references or testimonials "to whom it may concern" are not acceptable as a reference since they may be forged or the result of a compromise agreement and unlikely to include any adverse comments. One referee must be the applicant's current employer and normally two referees should be sufficient.

Requests for references follow a common procedure and reference format to ensure relevant information is obtained.

Where an applicant who is not currently working with children has done so in the past, a reference is also obtained from the employer by whom the person was most recently employed in work with children.

Written references may be followed up by a telephone conversation with the current employer

9. Invitation to Interview

In addition to the arrangements for interview the invitation reminds candidates about how the interview will be conducted and the areas it will explore including suitability to work with children. The invitation also stresses that the identity of the successful candidate will be checked thoroughly and that an application for DBS disclosure will be required immediately the post is offered.

Candidates are instructed to bring with them documentary evidence of their identity; i.e. a current driving licence or passport including a photograph or a full birth certificate plus a document such as a utility bill in their current name and address. Candidates are also required to bring proof of educational and professional qualifications. These must be original or a certified copy or a letter of confirmation. If a candidate cannot produce original documents written confirmation of their relevant qualifications must be obtained from the awarding body.

A copy of the documents used to verify the successful candidate's identity and qualifications is made and kept on their personnel file.

10. Interview Process

The interview process will vary dependent on the post to be filled. For a majority of the posts there will be:

- A tour of the school;
- Interview Panel 1: Bursar & Member of the SLT (Focussing on employment history and any gaps or anomalies in the Application Form);
- Interview Panel 2: Headmaster and another relevant member of staff (E.g. HoD);
- Lesson Observation for teaching posts;
- Possible initiative or in-tray exercise.

For SLT positions a member of the Governing Body will be involved in the Interview process. Members of the panel are senior members of staff and one member of the panel has undertaken and passed the online training course.

Each candidate is asked the same set of questions agreed by the panel beforehand in relation to the criteria required. A candidate's response to a question determines whether and how it is best followed up. Notes will be made and kept on candidates' answers.

In addition to assessing and evaluating the applicant's suitability for the particular post, the interview will also explore:

- The candidate's attitude towards children;
- Their suitability to support the school's agenda for safeguarding and promoting the welfare of children;
- Gaps in the candidate's employment history; and concerns or discrepancies arising from the information provided by the candidate and/or a referee.

The candidate is also asked whether they wish to declare anything in the light of the requirement for a DBS Disclosure.

If, for any reason, references have not been obtained before the interview, the candidate will also be asked if there is anything they wish to declare or discuss in the light of the questions that have been put to their referees.

Note: No appointment will be confirmed until all references have been obtained and scrutinised. Feedback from staff and pupils taught will be taken into account in reaching a decision.

12. Conditional Offer of Employment

An offer of appointment to the successful candidate is conditional upon:

- The receipt of at least two satisfactory references if these have not already been received
- A satisfactory DBS Disclosure at appropriate level
- Verification of the candidate's medical fitness (for teaching posts) Verification of professional qualifications
- A Children's Barred List check
- Verification of identity
- A check on prohibition from teaching
- Relevant checks on right to work in UK

All checks are documented and retained on the personnel file and followed up if there are any discrepancies or lack of satisfactory information provided.

NB Where any serious concerns about an applicant's suitability to work with children arise as a result of these checks, the matter is followed up with the police and the LADO, and a referral made to the DBS.

13. **DBS**

Disclosures will be completed for overseas staff including Gap students. In addition criminal records information will be sought from countries where individuals have worked or lived.

14. **Post Appointment: Induction**

All staff and volunteers newly appointed will undergo a period of induction training, regardless of experience. Whilst its nature will vary according to the nature of the role and previous experience of the new member of staff, all members will receive:

- common information about safeguarding and promoting the welfare of children, policies and procedures in relation to safeguarding and promoting welfare e.g. safeguarding, anti-bullying, anti-racism, physical intervention or positive handling, intimate care, internet safety and the local safeguarding links.
- Safe practice and the standards of conduct and behaviour expected of staff and pupils at Terra Nova
- How and with whom any concerns about these issues should be raised; and Other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing

Note: All staff receive regular safeguarding update training appropriate to their roles and in line with statutory requirements

15. **Monitoring**

The School's recruitment process and induction arrangements are monitored to ensure future practice will be better informed. This is done by:

- A regular review of staff turnover and related reasons for leaving
- Attendance of new recruits at safeguarding training



Appendix 7 - What is Child Abuse?

1. Definitions of Abuse

Child abuse:

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

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 cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

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

In many cases, children are subjected to a combination of types of abuse.

2. Indicators of Abuse

It is important to remember that lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his or her own circumstances. Keeping Children Safe in Education 2020 makes explicit reference to 'extra-familial' safeguarding, as a reminder of the breadth of these contexts and their impact on a child's experience of life.

Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries, or delay in reporting them
- Fear of returning home
- Aggression towards others

Signs of Emotional Abuse

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorders
- Significant decline in concentration Socio-emotional immaturity Neurotic behaviour
- Self-mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Indiscriminate friendliness

Signs of Sexual Abuse

Not all children are able to tell parents that they have been assaulted. Changes in behaviour may be a signal that something has happened. There are general indicators that the child may be troubled though not necessarily about a sexual assault. The child may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour. It is important to remember that in sexual assault there may be no physical or behavioural signs. However, some signs may include:

Behavioural indicators such as:

- Lack of trust in adults or over-familiarity with adults
- Fear of a particular individual
- Social isolation - withdrawal or introversion
- Sleep disturbance
- Girls taking on a mothering role
- Reluctance or refusal to participate in physical activity or to change clothes for activities
- Low self-esteem

- Display of sexual knowledge beyond child's years
- Unusual interest in the genitals of adults or children or animals
- Expressing affection in inappropriate ways Fear of bathrooms, showers, closed doors
Abnormal, sexualised drawing
- Fear of medical examinations
- Developmental regression
- Poor peer relations
- Over-sexualised behaviour
- Compulsive masturbation
- Stealing
- Psychosomatic disorders
- Sexual promiscuity

Physical indicators such as:

- Scratches or bite marks on the body
- Pain, itching, bruising or bleeding in the anal or genital area
- Stomach pains or discomfort when the child is walking or sitting down

Signs of Neglect

Neglect is the ongoing failure to meet a child's basic needs. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents. A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage - even death.

Some indicators may be:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Frequent lateness or non-attendance at school
- Arriving early at school and/or leaving late;
- Untreated medical problems or missing medical appointments
- Low self-esteem
- Poor peer relationships
- Compulsive stealing

3. Other Forms of Abuse

Children Missing from Home or Care:

Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

Our school are aware of the Pan-Cheshire policy and procedures Pan-Cheshire Missing from home protocol 2016

The association of chief police officers has provided the following definitions:

A missing person is: *'Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.'*²³

An absent person is: *'A person not at a place where they are expected or required to be and there is no apparent risk.'*²⁴

Within any case of children who are missing both push and pull factors need to be considered:

Push factors include:

- Conflict with parents and/or carers
- Feeling powerless
- Being bullied and/or abused
- Being unhappy and/or not being listened to²⁵
- The Toxic Trio

Pull factors include:

- Wanting to be with family and/or friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker

As a school we will inform all parents of children who are absent (unless the parent has informed us). Full details can be found in our Attendance Policy 2017.²⁶

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them, or we will take the relevant action.

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

Both 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. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex

²³ ACPO Interim Guidance on the Management, Recording and Investigation of Missing Persons (2013)

<http://library.college.police.uk/docs/college-of-policing/Interim-Missing-Persons-Guidance-2013.pdf>

²⁴ ACPO (March 2015) <http://library.college.police.uk/docs/appref/ACPO-Absent-letter-March-2015.pdf>

²⁵ The term 'Toxic Trio' has been used to describe the issues of domestic abuse, mental ill-health and substance misuse which have been identified as common features of families where harm to children has occurred. They are viewed as indicators of increased risk of harm to children.

https://www.google.com/url?q=http://www.thegrid.org.uk/info/welfare/child_protection/training/documents/toxic_trio.ppt&sa=U&ved=0ahUKEwjU7vPky9DPAhWNOsAKHbK9DIEQFggFMAA&client=internal-uds-cse&usg=AEQjCNHmINjOKNCLPNKbjFXWXOnlqwy-vg

²⁶ Copies available on Staff Administration/policies/staff

organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

*'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'*²⁷

Sexual exploitation of children is not limited by the age of consent and can occur up until the age of 18. CSE involves children being in situations, contexts or relationships where they (or a third person) receive 'something' as a result of them performing sexual activities. The something can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money.

Child sexual exploitation can happen via technology without the child being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Indicators a child may be at risk of CSE include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other children involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

As a school we educate all staff in the signs and indicators of sexual exploitation. We use the sexual exploitation risk assessment form to identify pupils who are at risk and the DSL will share this information as appropriate with ChECS. Further information can be found in the Pan-Cheshire CSE policy, procedures and Screening tool: Pan Cheshire CSE procedures.²⁸

²⁷ As defined in Working Together to Safeguard Children p.104 (2018) on https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

²⁸ Pan Cheshire Child Sexual exploitation Operating Protocol 2016-2017
http://www.proceduresonline.com/LimitedCMS_centrally_managed_content/pancheshire/shared_files/cse_op_pr.pdf

Trafficked Children

Human trafficking is defined by the United Nations, in respect of children, as 'the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation.'²⁹

Any child transported for exploitative reasons is considered to be a trafficking victim.

As a school we are alert to the signs both for our children and for their families.

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult(s) who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively afraid of being deported;
- Looks malnourished or unkempt;
- Is withdrawn, anxious and unwilling to interact;
- Is under the control and influence of others;
- Lives in cramped, dirty, overcrowded accommodation;
- Has no access or control of their passport or identity documents;
- Appears scared, avoids eye contact, and can be untrusting;
- Shows signs of abuse and/or has health issues.

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation, or where the child has been seen in places known to be used for sexual exploitation;
- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people;
- Relationship with a significantly older partner;
- Accounts of social activities, expensive clothes, mobile phones etc. with no plausible explanation of the source of necessary funding;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning, after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;

²⁹ Article 3, paragraph (a) of the United Nations 'Protocol to Prevent, Suppress and Punish Trafficking in Persons' (2000)
<https://www.unodc.org/unodc/en/treaties/CTOC/index.html>

- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorders, promiscuity;
- Truancy / disengagement with education;
- Entering or leaving vehicles driven by unknown adults;
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming online relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead and will be reported as potential abuse.

Domestic Abuse

Domestic abuse can affect anybody; it occurs across all of society, regardless of age, gender, race, sexuality, wealth or geography. Domestic abuse affects significant numbers of children and their families causing immediate harm as well as damaging future life chances.

Domestic abuse negatively affects children. We know that they are often more aware of what is happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them. It is important to remember that children who **witness** domestic abuse can also be adversely affected.

Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at school and develop friendships.

To support our children we:

- Work directly with the police through Operation Encompass to provide emotional and practical help to children;
- Have an ethos which puts children's well being at the heart of all that we do;
- Create a predictable school life with set routines;
- Ensure that rules and expectations are clearly stated and understood by all;
- Understand that oppositional and manipulative behaviours are not attempts to 'provoke us', but may be attempts by these children to control their world when so much feels out of control for them;
- Model respectful and caring behaviour, positive conflict resolution and respectful interactions. Helping children learn not only what not to do, but what to do instead;
- Use the language of choice, making clear the benefits and negative consequences of their choices. Ensuring that you follow through with any consequences or sanctions;
- Support children to put feelings into words. Build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately. (*A child exposed to domestic abuse may have seen a lot of behaviours that express strong feelings, but may not have heard words to appropriately express/ describe these feelings*);
- Understand that the child may experience conflicting and confusing emotions when thinking of or talking about their parents;

- Create opportunities for children to feel successful. Let the child/young person know that they matter; taking an active interest in them;
- Accept that they may not be willing or able to talk about it right away (if ever);
- Provide effective, non-verbal, systems for children to access support;
- Provide reassurance that only people who need to know about the incident will know;
- Allow the child, where necessary, to safely store work in school or shred it after completion when providing interventions;
- Have visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g. Childline etc.

So-called Honour-Based Abuse:

So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. 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 honour based violence 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 Honour Based Abuse, or already having suffered Honour Based Abuse.

Indicators: There are a range of potential indicators that a child may be at risk of honour based abuse. If staff have a concern regarding a child that might be at risk, they should activate local safeguarding procedures, using existing national and local protocols for multi agency liaison with police and children's social care.

Actions our school takes in relation to Honour Based Abuse:

- The Headmaster requires a meeting with parents to discuss applications for extended leave of absence during term time, as we feel this can provide an opportunity to gather important information. We ask for the precise location of where the child is going; the purpose of the visit; the return date and whether it is estimated or fixed.
- Checks are made with the child/children to see if they know and corroborate the purpose of the visit;
- If a return date has been specified and a child has not returned to school, we would contact our Education Welfare Officer. We would never remove the child from the roll without first making enquiries about their disappearance in line with Cheshire East Children Missing Education Procedures and referring the case to the police and Children's Services as appropriate.

Female genital mutilation (FGM):

FGM is the partial or total removal of external female genitalia for nonmedical reasons. It is also known as female circumcision, cutting or Sunna.

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse; it's dangerous and it is a criminal offence.

FGM is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

Indications that FGM may be about to take place³⁰:

- When a female family elder is around, particularly when she is visiting from a country of origin;
- Reference to FGM in conversation e.g. a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk;
- Parents state that they or a relative will take the child out of the country for a prolonged period;
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent;
- Parents seeking to withdraw their children from learning about FGM;
- A girl being withdrawn from PSHE or from learning about FGM (parents may wish to keep her uninformed about her body and rights).

Indications that FGM has taken place:

- Difficulty walking, sitting or standing;
- Spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems;
- Unusual/a noticeable change in behaviour after a lengthy absence;
- Reluctance to undergo normal medical examinations;
- Asking for help, but may not be explicit about the problem due to embarrassment or fear;
- Prolonged absences/ persistent unexplained absence from school/college;
- Seek to be excused from physical exercise without the support of their GP;
- Child not allowed to attend extra-curricular activities;
- Close supervision of a child by family/carers.

KCSiE (2019) makes it clear that: 'if a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'.³¹

Forced Marriage:

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

³⁰ Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

³¹ KCSiE (2019) Paragraph 31 p.10

Children, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development.

Indications that a child is at risk of Forced Marriage³²:

- Staff should be aware of significant changes in the child's presentation emotional and physical, in dress and behaviour;
- Appearing anxious, depressed and emotionally withdrawn with low self-esteem;
- Self-harming, self-cutting or anorexia;
- Criminal activity e.g. shoplifting or taking drugs or alcohol;
- Declining performance, aspirations or motivation;
- Not allowed to attend any extracurricular or after school activities;
- Girls and young women may be accompanied to and from school/college;
- Attending school but absenting themselves from lessons;
- Stopping attendance at school/college;
- A family history of older siblings leaving education early and marrying early.

Breast ironing also known as 'Breast Flattening':

This is a practice where girls as young as nine have their chests pounded by hot stones/implements to delay the start of puberty; the intention being to protect the child from rape and sexual harassment. Sometimes the child is forced to wear an elastic belt around the area to restrict growth. It is a practice in Cameroon, Nigeria and South Africa. It is often carried out by the girl's mother.

Online Safety

Terra Nova School's approach to online safety takes account of the DfE guidance provided in 'Teaching Online Safety in Schools'³³ and the UKCIS document 'Education for a connected world framework'³⁴. We recognise that the responsibility for online safety in school is shared by staff and students and work with students to help them to understand how to keep themselves safe online.

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

The school will therefore seek to provide information and awareness to both pupils and their parents through:

³² Guidance on the warning signs forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

³³ <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

³⁴ <https://www.gov.uk/government/publications/education-for-a-connected-world>

- Acceptable use agreements for children, teachers, parents and governors;
- Curriculum activities involving raising awareness around staying safe online;
- Information included in letters, newsletters, web site;
- Parents evenings / sessions;
- High profile events / campaigns e.g. Safer Internet Day;
- Building awareness around information that is held on relevant web sites and or publications;

Cyberbullying

Central to our School's anti-bullying ethos are the principles that bullying is always unacceptable and that all pupils have a right not to be bullied.

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as 'an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself'.³⁵

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones;
- The use of mobile phone cameras to cause distress, fear or humiliation;
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites;
- Using e-mail to message others;
- Hijacking or cloning email accounts;
- Making threatening, abusive, defamatory or humiliating remarks in online forums.

Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

Serious Violence

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

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home office's 'Preventing Youth

³⁵ Olweus, Dan. "Victimization by peers: Antecedents and long-term outcomes." *Social withdrawal, inhibition, and shyness in childhood* (1993)

violence and Gang Involvement and its Criminal exploitation of children and vulnerable adults: County Lines Guidance. (Annexe A of KCSIE 2019)

Sexting

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two children, the use of sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents are made aware that they can come to the school for advice.

Gaming

Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness:

- By talking to parents and carers about the games their children play and help them identify whether they are appropriate;
- By support parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode;
- By talking to parents about setting boundaries and time limits when games are played;
- By highlighting relevant resources;
- By making our children aware of the dangers including of grooming and how to keep themselves safe;
- By making our children aware of how to report concerns.



Appendix 8 - Responding When Children Tell about Abuse

Staff should remember the '4 Rs' when dealing with a disclosure;

Receive

- Do not promise confidentiality; you may have a statutory duty to share what is disclosed
- Listen, try not to look shocked or be judgmental
- Believe what they say 'take it seriously'.
- Accept what the young person says.
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)
 - **T**ell me what you mean by that?
 - **E**xplain that to me
 - **D**escribe that....
- Note the date and time, what was done, who did it, and where it took place
- Use the young person's own words
- Don't criticise the perpetrator

Reassure

- Stay calm, tell the child they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

Report and Record

- Make a Brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The Designated Safeguarding Lead will assess the situation and decide on the next steps
- Time and full date of disclosure/incident
- Time and full date the record was made
- An accurate record of what was said or seen
- Whether it is 1st or 2nd hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Avoid acronyms/jargon/abbreviations
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead (SMART)

Records should be reviewed regularly and any new concerns should be added and responded to immediately.

Dealing with disclosures:

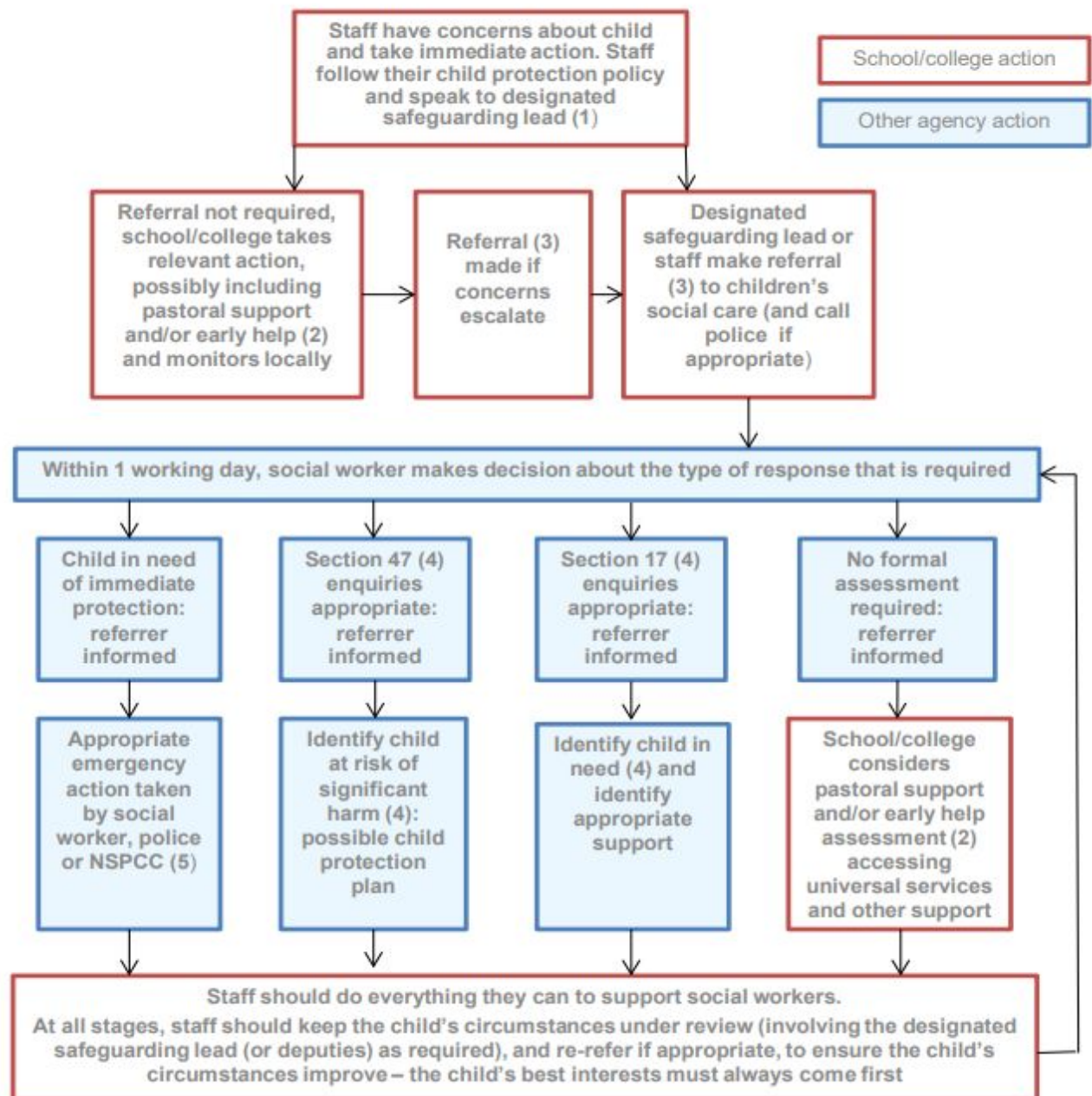
7 Golden rules for information sharing

1. The Data Protection Act is not a barrier
2. Be open and honest
3. Seek advice
4. Share with consent where appropriate
5. Consider safety and wellbeing
6. Necessary, proportionate, relevant, accurate, timely and secure
7. Keep a record

"No Inquiry into a child's death or serious injury has ever questioned why information was sharedIt has always asked the opposite"
'Making it Happen' DfES 2006

The flowchart below provides further guidance and it is drawn from KCSiE (2019). It emphasises that staff should challenge and re-refer if they remain concerned about a child or things are not improving:

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).



Appendix 9 – Listening

An important part of safeguarding is the creation of a school culture in which the child feels that they are listened to.

The Art of Listening

Talking to children and creating the right 'climate' for children to talk:

Observing: it goes without saying that we should observe what is said by the child during the course of the interview. What is less obvious is that we should pay as much attention to what is not said, and any significant gaps in the story as told. We should also attend to such things as bodily posture and tension, blushing, excitability and dejection. All of these may add to or, occasionally, belie the impression given by the child's words.

Listening: a good interviewer is a good listener. Attention to detail is an important prerequisite in interviewing. The storyteller is always reassured to know that the listener is listening, when he or she is able to ask a question about the details of the story. A common error committed by many interviewers is to be embarrassed by silence, and to feel it must be filled by comments or questions. A respect for silence is often much more productive.

Listening before talking: the first step in any interview is to help the other person to relax and feel comfortable. Often pupils can be put at their ease by encouraging them to tell their reason for coming, or by telling them why you invited them to come. The pupil should be encouraged to talk, while the interviewer listens carefully and quietly to what is said.

Questioning: an essential part of the interview process is the art of questioning and this can vary according to context. In the context of the school the method of questioning should usually be friendly rather than confrontational, and exploratory rather than intrusive. The wording of the questions is often of less importance than the manner and tone of voice employed. Open questions are non-leading and are far more revealing. These give no opportunity for a yes or no answer and leave it open for the young person to say what is on their mind and leaving the interviewer free to hear what is being said.

Direction: the skilled interviewer inevitably assumes a leadership role in directing the course of an interview. Throughout the interview the interviewer should consciously aim to allow the other person to express his or her needs in sufficient detail to enable an understanding to develop about the extent of the problem and whether or not it is possible to help within the immediate context.

Interpretation: an interviewer's first aim is always to understand the nature of the problem as experienced by the other person. To do this he or she must interpret the many clues about the underlying situation that the child offers by way of behaviour and conversation. The experienced

interviewer is constantly forming and reforming hypotheses about what are the basic factors influencing the presentation of the other person.

Professional Awareness and Responsibility

It is essential that we are fully aware that children can be abused in any environment. Alongside this fact we must strive not to become polarised in our assumptions about the prevalence of abuse. It would be wrong to ascribe child abuse to every situation: such a response is in line with a 'false positive' assumption and leads to obsessive thinking and behaviour. It is equally wrong to deny the possibility of child abuse in any given situation and such a response would be in line with 'false negative' assumptions leading to oblivious thinking and behaviour. Our responsibility as professionals working with children is to find the equilibrium: reality.



Appendix 10 – Prevent Duty & Channel Strategy

Indicators & Intervention

The early identification of safeguarding risks and subsequent intervention to protect and divert people away from the risks of radicalisation is a key element of the Prevent strategy.

Indicators

Key indicators may be identified which may require further intervention. These may include things such as racist graffiti or comments being made on school premises, extremist content being shared on social media, terrorist or extremist propaganda being shared with pupils or vulnerable children being influenced by others with extreme views.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. A list of indicators is attached below to provide support for staff to understand and identify factors that could suggest a child or their family may be vulnerable or involved with extremism. The list of indicators is not exhaustive and all or none may be present in individual cases of concern.

Vulnerability

- Identity Crisis: Distance from cultural or religious heritage and uncomfortable with their place in the society around them
- Personal Crisis: Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances: Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations: Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality: Experiences of imprisonment; poor resettlement or reintegration, previous involvement with criminal groups.
- Special Educational Needs: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

Access to extremism or extremist influences

- Belief that a child associates with those known to be involved in extremism

- Use of the internet for the purpose of extremist activity (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Possession of extremist literature or other media material likely to incite racial or religious hatred or acts of violence
- Sympathy with, or support for, groups with links to extremist activity e.g. propaganda distribution, fundraising and attendance at meetings

Experiences, Behaviours and Influences

- Peer, social, family or faith group rejection
- Evidence of extremist ideological, political or religious influence on the child from within or outside the UK
- Have international events in areas of conflict and civil unrest had a personal impact on the child resulting in a noticeable change in behaviour?

It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) and to differentiate them from those that support extremist activity

- A significant shift in behaviour or appearance that suggests a new social, political or religious influence
- Conflict with family over religious beliefs, lifestyle or dress choices
- Vocal support for terrorist attacks; either verbally or in written work
- Experiencing racial or religious hate crime either as perpetrator or victim

Travel

- A pattern of regular or extended travel within the UK, with other evidence, to suggest this is for purposes of extremist training or activity
- Travel for extended periods of time to international locations known to be associated with extremism
- Attempting to disguise their true identity

Social Factors

- Experience of poverty, disadvantage, discrimination or social exclusion
- A lack of affinity or understanding for others, or social isolation from peer groups
- A simplistic or flawed understanding of religion or politics
- Insecure, conflicting or absent family relationships
- Experience of trauma associated with war or sectarian conflict
- Evidence that a significant adult or other in the child's life has extremist views or sympathies

More critical risk factors

- Being in contact with extremist recruiters;
- Articulating support for extremist causes or leaders
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;

- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Intervention

If you have any concerns discuss them with the Headmaster or Designated Safeguarding Lead.

Supportive intervention may take many forms. Police activity may be utilised when delivering intervention activity but more often it is partner agency activity that can be the most effective form of intervention. In Cheshire East the LSCB recommends that, should you suspect a child to be suffering or likely to suffer significant harm, including being radicalised then contact:

Cheshire East Consultation Service (ChECS): **0300 123 5012** and contact Police Prevent officer **01606 362121** prevent@cheshire.pnn.police.uk

Individuals who are identified as being vulnerable to being drawn into any form of extremism that could lead to terrorist related activity may be referred into Prevent for appropriate support through Channel.

Channel

This is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation and uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk
- Develop the most appropriate support plan for the individuals concerned.

Channel is one tactical option employed by Prevent and has recently been placed on a statutory footing. To understand more about the Channel Programme further information can be found here:

www.gov.uk/government/publications/channel-guidance ³⁷

In Cheshire East the Channel Co-ordinator is Andy MacIntyre.

The CE Channel Panel meets bi-monthly. Attendees sign a Confidentiality Agreement and share case information. Discussion covers the vulnerability of individuals and their families, current support, and risks for the individual and community. Attendees agree if the case is appropriate for Channel and the support plan which is needed.

For those already open to Panel support plans are tailored, building on existing support, and may consist of help with family problems, mental health support, religious education, mentoring etc.

³⁷ As an addition to the EduCare training, there is another online training package that covers Prevent and Channel at: <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

For those who are not Channel appropriate: a safe exit from Channel or a referral elsewhere is discussed.

The Safeguarding Children in Education Settings (SCiES) team represent education settings at these meetings. This means that SCiES may contact the Designated Safeguarding Lead before a meeting to request our view regarding the lived experience of the young person. They will contact school afterwards to provide an update.

Visiting Speakers

The Prevent statutory guidance requires Schools to have clear protocols for ensuring that any visiting speakers who might fall within the scope of the prevent duty, whether invited by staff or pupils, are suitably and appropriately supervised.

Staff at Terra Nova School should consider the following before engaging the services of an outside speaker:

- Has the school used the speaker before?
- Was the speaker recommended by an external individual?
- Has the speaker been seen before by a member of staff?

It is important to make every effort to ensure the suitability of the outside speaker, whether they are known, have been seen before, or are a recommendation.

Whilst there is no current requirement for an outside speaker to undergo a DBS vetting check, as it is not classed as a regulated activity, a simple internet search on the individual (e.g. social media) may sometimes be more instructive than formal vetting checks and highlight contraindications as to the suitability of the person to visit the School. If the general search flags any concerns, for example it refers to allegations, or indicates a criminal record, it must be referred to the DSL. The school may conduct DBS checks and record the same in the Single Central Register.

There should always be a member of staff present when there is a visiting speaker interacting with pupils. The above procedure is utilised for visiting speakers whether they are invited by staff or pupils. Where pupils invite a visiting speaker, a member of staff acts as a liaison is responsible for advising the Headmaster or DSL of the requisite details. Visiting speakers should never be left unsupervised with pupils.



Appendix 11 – Relationships and Sex Education

The school follows a PSHCEE programme which reflects the mandatory guidance regarding the teaching of RHE (up to Year 6) and RHSE (Years 7 and 8).³⁸ Further to this, Years 5-8 are taught sex education, by the Head of Science, as part of their Science provision.



Appendix 12 – Safeguarding and Coronavirus (Covid 19)

The school is mindful that Keeping Children Safe in Education (KCSiE 2020) remains in force throughout the response to coronavirus (COVID-19). And is aware of the content of the non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak.³⁹

Terra Nova recognises that school is a protective factor for children and the current circumstances can affect the mental health of pupils and their parents/carers. Teachers are aware of this in setting expectations of pupils' work where they are at home. They take appropriate action should any concerns arise including signposting to relevant support agencies, initiating an Early Help assessment or consulting with ChECS or adult social care. We will continue to hold staff briefings (via Google Meets) during any period of online learning, so that staff can discuss pupils of concern and co-ordinate their responses.

Terra Nova School will remain open to vulnerable children in the event of wider school closure owing to national or local lockdown. We fall in line with Cheshire East's policy of including as 'vulnerable children' those who are currently open to Early Help', and will consult with families on the best course of action for each individual child or family. We will also follow the specific activities detailed by Cheshire East, to support those children who currently have a Social Worker.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether it is safer for them to have their needs met at home.

We expect to be able to continue with our usual policy of having a DSL on site at all times during the working day, where children are on site and learning at home. Staff will be made aware of any updates in the procedures for reporting a concern and given additional phone and online options for contacting the DSLs.

The DSL receives regular updates from SCIES and the NSPCC and these relate to safeguarding trends and current circumstances, including the coronavirus pandemic. The DSL arranges for a selection of relevant information and advice to be shared with parents via email communication from the Deputy Head.

The DSL will continue to provide safeguarding information and training to staff through the 'Theme of the Week' and will tailor these to reflect the circumstances of teachers and students during the Coronavirus pandemic. This is provided online and accessible to teachers at any time.

It is essential that children are safeguarded from potentially harmful and inappropriate online material, especially if children are learning online at home. In addition to our usual Acceptable Use Policies, the school has its own Online Learning Agreements, which are shared with parents at the start of any period of online learning and explained to students by class teachers. (These form part of the 'Online Learning at TN' booklet.) Parents must also sign a consent form before any face-to-face learning online commences. The school monitors student understanding of the essential messages relating to online safety through online surveys and reinforces messages as appropriate, based on this process. All this has been put in place with a view to following the advice contained within the government document: Safeguarding and Remote Education during the Coronavirus.⁴⁰

The school also has an online version of our 'Listening Tree' to promote continued pastoral support during any period of online learning.

We are aware that the impact of COVID-19 on communities may give individuals and extremist organisations opportunities to promote hateful or harmful narratives. This may present in the form of graffiti, leafleting and stickering that is of an extremist nature. As a school we will consider the impact this material may have and encourage pupils to share any concerns if they feel worried, upset or anxious.

⁴⁰ <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>