



SPRATTON HALL

Safeguarding Policy

September 2024

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SAFEGUARDING POLICY

Title: Safeguarding Policy	Responsible: SJSC / CJB
Date implemented: September 2015	Last Review: September 2024
	Next Review: September 2025

At Spratton Hall, arrangements are made to safeguard and promote the welfare of pupils at the school. Such arrangements have regard to any guidance issued by the Secretary of State. This policy outlines our commitment to acting in the best interests of the child and applies to all pupils at Spratton Hall, including the Early Years Foundation Stage and Key Stage One.

The Policy outlines our procedures for dealing with and referring concerns about children in need and/or at risk. The policy is available on the School website and copies are available from the School Office. All colleagues receive a full copy of the Spratton Hall Safeguarding Policy and an aide memoir of Designated Safeguarding Lead Persons for Child Protection.

1. Named Staff and Initial Contacts

- The Governing Body of Spratton Hall is ultimately responsible for Child Protection and the Safeguarding of Children at the School.
- **Mr Tim Blades, Chairman of Governors**, is trained in the role of the Governors in Child Protection and Safeguarding children. chairman@sprattonhall.com (Allegations against the Headmaster)
- **Mrs Pam Long** is the **Governor with responsibility for safeguarding, child protection and Prevent** at the School.
- **Mr Simon Clarke** is the Head Master and he is the **Deputy Designated Safeguarding Lead Person**. sjc@sprattonhall.com (Allegations against a member of staff or concerns about a child if Mrs Benn cannot be contacted)
- **Mrs Charlie Benn** is Head of Pastoral Care and, as a member of the Senior Management Team, with status and authority in the school, she is the School's **Designated Safeguarding Lead**. She is also the Designated Officer responsible for safeguarding children within the EYFS. Her role is to provide support to staff members to carry out their safeguarding duties and to liaise closely with other services such as local authority children's social care. She is also the School's Prevent Officer. She has overall responsibility for online safety. CJB@sprattonhall.com (Concerns about a child)
- **Miss Chloe Savage** supports Mrs Benn with Pastoral Care at Spratton Hall, and is a **Deputy Designated Safeguarding Lead**. She is also Head of Year 4.
- **Mrs Fiona Sanchez** is Head of Pre-Prep and a member of the SMT and is also trained as a **Designated Safeguarding Lead Person**. fjs@sprattonhall.com (Concerns about a child if Mrs Benn or Mr Clarke cannot be contacted)

Safeguarding Partnership

Our local safeguarding partnership is *Northamptonshire Safeguarding Children Partnership (NSCP)*. We operate our safeguarding procedures in line with locally agreed inter-agency procedures.

1.1 Safeguarding Referrals

Any member of staff who has a safeguarding concern about a pupil should speak to the Designated Safeguarding Lead as soon as possible, or, in her absence, the Deputy Designated Safeguarding Lead. The DSL may then make a Safeguarding Referral in one of the following ways (it is important for members of staff to understand, however, that any member of staff can make a referral):

- By telephone contact to the Multi-Agency Safeguarding Hub (MASH): **0300 126 7000**;
- By email to: MASH@nctrust.co.uk
- In an emergency outside office hours, by contacting the Emergency Duty Team on: 01604 626 938 or the Police on: 999.

If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.

Parental consent is not required for referrals to statutory agencies such as MASH or the police. You should not refrain from making a referral because you lack information or parental consent. The welfare of the child is the priority at all times.

1.2 Multi-Agency Safeguarding Hub (MASH)

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare. It makes the process of dealing with referrals quicker and more effective by improving the way County Council: Local authority children's social care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and Education, work alongside other partner agency colleagues including Northamptonshire Police, Northamptonshire Health Partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

1.3 Early Help Advice and Assessment

Early help, advice and guidance concerning child welfare (where it is not a referral) should be obtained from the Early Help Co-ordinators at the MASH: 0300 126 7000. Should staff have any safeguarding concerns about a child they are asked, in first

instance, to speak immediately to the DSL so that the school can take timely action to help a child. This may include concerns about a child who is not deemed to be at risk but who needs extra support.

The Early Help coordinator – MASH Early Help Team contact number is 0300 126 7000 / email CFSS@NCTrust.co.uk

The DSL has direct links with the MASH.

1.4 For referrals regarding allegations against adults in education contact:

Designated Officers/Team

01604 362993 or contact the MASH and ask for the LADO

LADOConsultations@NCTrust.co.uk

1.5 External organisations / provision / visiting speakers – Extended School Activities

Some of Spratton Hall's facilities are used by external organisations, including children's clubs. Under these arrangements the School will ensure, as far as it is able, that these organisations are following all safeguarding guidelines and regulations.

Therefore, all external organisations requesting use of the School's facilities for activities with children will be required to sign a declaration. This will confirm that the organisation has obtained the appropriate checks on their staff and volunteers before permitting such individuals to have access to children. In addition, the organisation will be asked to confirm that they have a safeguarding policy in place.

If an organisation that works with children on Spratton Hall premises does not have a safeguarding policy, then they will not be permitted to use school facilities. Spratton Hall will require organisations permitted to use the Spratton Hall facilities to provide details of their Safeguarding Policy, and to inform the Spratton Hall Designated Safeguarding Lead of any child protection incident that takes place on the school premises.

With activities that fall directly under the supervision or management of School staff, the school's arrangements for safeguarding and child protection will apply. Where services or activities are provided separately by another body, we will ensure as far as we are able that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate. In line with the requirements in '*Keeping Children Safe in Education 2024*', where a Spratton pupil is in alternative educational provision (home educated / on a residential trip / receiving education in another setting) the Spratton Hall DSL has responsibility for this pupil even when not in school.

In line with Keeping Children Safe in Education 2024, we will ensure that any concerns or allegations about any staff not employed by Spratton Hall but using Spratton premises are followed up and acted on in an appropriate way.

Procedures are in place as part of the School's risk assessment strategy to ensure that visiting speakers are suitable when invited by staff or pupils. All visiting speakers will be required to sign-in at the school office, will be directed to our safeguarding policy and will be given a red lanyard to wear at all times. Visiting speakers are never left unattended and staff are always aware what the speaker is going to talk about. Visiting speakers are usually by recommendation from another school, provided by a reputable agency or 'on recommendation'. Otherwise, the School will seek clarification that the speaker is suitable.

1.6 Low Level Concerns

Safeguarding is central to the School's operation and its rigorous implementation embedded in the School's culture. This includes sharing low level concerns. This policy enables all staff to share any concerns with the Headmaster or the Designated Safeguarding Lead – no matter how seemingly insignificant – about their own or another member of staff's behaviour.

What is a low-level concern?

A Low-Level Concern is any concern – no matter how small, even if no more than a 'nagging doubt' – that an adult may have acted in a manner which:

- is not consistent with our Code of Conduct, and/or
- relates to their conduct outside of School which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

It is important that low-level concerns are shared with the Safeguarding Lead, or Headmaster, as soon as reasonably possible and, in any event, within 24 hours of becoming aware of the concern (where the concern relates to a particular incident) – although it should also be emphasised that it is never too late to share a low-level concern. If the Headmaster and DSL are absent for any reason, low-level concerns should be shared with the Deputy Headmaster or the Deputy Designated Safeguarding Lead who should ensure that they inform the Safeguarding Lead and Headmaster immediately on their return. If any low-level concern relates to the behaviour of the Safeguarding Lead, it should be shared with the Headmaster or school Governor in charge of safeguarding.

Please see the school's full Low [Level Concerns Policy](#) for full details.

2.0 Safeguarding Commitment

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children’s mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Spratton Hall ensures that arrangements are made to safeguard and promote the welfare of pupils at the School in accordance with:

- The legal duty on schools/academies to safeguard and promote the welfare of children, as described in the Education Act 2011 and in compliance with Section 11 of the Children Act 2004, and the Child Care Act 2006
- The *‘Every Child Matters’ 2004* document
- The statutory guidance *‘Keeping Children Safe in Education 2024’*
- The government’s *“Working Together to Safeguard Children”* – 2023, which sets out statutory guidance for agencies
- The government’s non-statutory guidance *“What to do if you’re worried a child is being abused”* - March 2015, to identify child abuse and neglect and take appropriate action in response
- The non-statutory government advice *“Information Sharing”* –July 2018
- The government’s *“Prevent Duty Guidance”* – July 2015
- The government’s *“Child Sexual Exploitation Guidance”* – March 2017
- The government’s *“Teaching Online Safety in School”* – June 2019
- The government’s Filtering and Monitoring Standards – March 2022
- The Northamptonshire Safeguarding Children Partnership procedures, which contain procedures and guidance for safeguarding children (www.northamptonshirescb.org.uk).

Other Relevant Policies

The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply Child Protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other documents and policies, for instance:

- The Staff Code of Conduct/Behaviour Policy (including Physical Intervention and Restraint)
- The Behaviour and Sanctions Policy
- Equal Opportunities and Inclusion Policy
- The PREVENT Policy
- The Anti-Bullying Strategy
- The Online Safety Policy
- Educational Visits Policy and Procedures
- The First Aid Policy and Medical Procedures
- The Health and Safety Policy including associated Risk Assessments
- The Toileting/Intimate Care Policy
- The Whistleblowing Policy (found in the Staff Code of Conduct)
- Attendance and Absence of Pupils Policy
- Relationships and Sex Education Policy (RSE policy) (based on Statutory guidance 2019)
- Spiritual, Moral, Social and Cultural Development Policy
- The PSHCE Handbook
- Electronic Technologies Policy – Acceptable Use Policy
- Child on Child Abuse Policy
- Learning Support Policy
- The EYFS Statutory Framework - Jan 2024
- UKCiS, Safeguarding Children and Protecting Professionals in Early Years Settings, 2019

The above list is not exhaustive but when undertaking development or planning of any kind the School will consider the implications for safeguarding and promoting the welfare of children.

There are four main elements to the Spratton Hall Safeguarding/Child Protection Policy:

1. **Prevention** (eg positive, supportive School atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
2. **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
3. **Support** (to pupils and school staff and to children who may have been abused);
4. **Working with parents and carers** (to ensure appropriate communications and actions are undertaken).

This policy applies to all staff, volunteers, governors and visitors to Spratton Hall. We recognise that child protection and children's welfare is the responsibility of all staff. We ensure that all parents, carers and other working partners are aware of our child protection policy by putting it on our website, displaying appropriate information in our Reception area and by raising awareness at meetings with parents and carers.

Our School adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage pupils and parents to feel free to talk about any concerns and to see Spratton Hall as a safe place when there are difficulties. Pupils' fears and concerns will be taken seriously and all pupils are encouraged to seek help from members of staff.

Spratton Hall will therefore:

- Ensure that we are a school where we understand that abuse of all kinds 'could happen here'.
- Ensure that we are a school where we keep the best interests of the child at the heart of everything we do
- Establish and maintain an ethos where all pupils feel secure, are encouraged to talk and are always listened to.
- Ensure that pupils know that there are adults in the School whom they can approach if they are worried or are in difficulty.
- Include in the curriculum, activities, experiences and opportunities that equip pupils with the skills they need to stay safe from abuse, and to know to whom they can turn for help.
- Include in the curriculum, activities, experiences and opportunities that equip pupils with the skills to stay safe online, acknowledging that abuse can take place online or that technology can be used to facilitate online abuse.
- Provide opportunities to establish effective working relationships with parents, carers and colleagues from other agencies.
- Promote the Early Help agenda in Northamptonshire, enabling families to share with school any challenges that they may be facing which may benefit from early help engagement or assessment;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, references, criminal record and prohibition from teaching (where applicable) checks.

1.7 Safeguarding in the Curriculum

Spratton Hall pupils are taught to keep themselves safe. The following are areas addressed in assemblies, tutorials, form time, PSHCE, Lifelong Learning, Computing lessons and in the wider curriculum:

Bullying/Online bullying (Child on Child abuse)
Drug, Alcohol and Substance Misuse
Relationships

Safe Use of Technology
Online Safety
Mental Health Awareness
Keeping Safe at Home
Healthy Living
Fire and Water Safety
Protective Behaviours
Road Safety
Stranger Awareness;
Body Boundaries and Safe Touch
Teenage relationship abuse

1.8 Safeguarding and Use of Technology – Filtering and Monitoring

Technology is used throughout the school by our staff and pupils. Our pupils do have access to the internet. The school will be responsible for ensuring that the school infrastructure/network is as safe and secure as is reasonably possible. We also aim to ensure that the relevant people named in the above sections are effective in carrying out their responsibilities. Spratton Hall has robust filtering and monitoring systems in place for both 'hard-wired' PCs and our Wi-Fi network. The School uses two tiers of filtering and monitoring. We receive filtering and monitoring through our network service provider NS Optimum and the school also uses the GoGuardian platform.

Pupils are not allowed to bring in mobile phones or their own devices. The exception to this is: for those pupils who have a smartphone device used for medical needs (eg diabetes monitoring); certain trips where we allow them as it adds to the safety and security of the pupils on the trip (eg Year 7 in Paris, Year 8 ski trip) – on these trips the phones are always taken in overnight; and for children who are sleeping at a different house at the end of the day, their phones should be handed in to tutors in the morning. Pupils may only wear Smartwatches if the watch cannot connect to the internet without their phone nearby.

The school Chromebooks given to pupils in Years 5-8 cannot access the 3G, 4G or 5G network. They only work through the school's wi-fi system.

- **NS Optimum / Netsweeper** ensures that we have constant oversight of all devices connected to the school internet.
- Internet access is filtered for all users. Illegal content is filtered by the broadband / filtering provider by employing the Internet Watch Foundation list.
- **GoGuardian** provides filtering and monitoring for pupil Chromebooks. This system filters content and provides regular alerts to the IT team and the DSL and Deputy DSL. This applies to Chromebook usage at school and remotely.
- All teaching staff have access to GoGuardian and this is used regularly in lessons to monitor pupils' online activity. Staff encourage appropriate use of the internet.

- Any inappropriate or untoward internet searches or general concerns about online behaviour are brought to the attention of the DSL.
- Online provision for pupils is largely provided through our school Home Screen. This range of applications ensure safe access to educational resources while reducing the chance of inaccurate searching online.
- We endeavour to make sure our school technical systems will be managed in ways that ensure that the school meets recommended technical requirements.
- There will be regular reviews and audits of the school's filtering and monitoring provision. This is carried out by the IT Network Manager, the Online Safety Team and School Governors.
- All users will have clearly defined access rights to school technical systems and devices
- All users will be provided with a username and secure password by the Network Manager who will keep an up-to-date record of users and their usernames. Users are responsible for the security of their username and password
- The Network and IT Manager is responsible for ensuring that software licence logs are accurate and up to date and those regular checks are made to reconcile the number of licences purchased against the number of software installations
- School technical staff regularly monitor and record the activity of users on the school technical systems and users are made aware of this in the acceptable use agreement
- Appropriate security measures are in place to protect the servers, firewalls, routers, wireless systems, workstations, mobile devices, etc. from accidental or malicious attempts which might threaten the security of the school systems and data. These are tested regularly. The school infrastructure and individual devices are protected by up-to-date virus software
- An agreed policy is in place for the provision of temporary access of "guests" (eg trainee teachers, supply teachers, visitors) onto the school systems
- Staff receive regular training related to Online Filtering and Monitoring.

More information about these matters is found in our IT Policies and Online Safety Policy.

1.9 Other safeguarding areas not specifically included in the curriculum

Awareness is raised with staff in meetings and training of other areas not specifically included in the curriculum due to the age of our pupils and the context of Spratton Hall within its community. However, this enables staff to be flexible and inclusive of other issues that pupils may raise. These areas include:

Female Genital Mutilation (FGM) – staff are aware that it is now a mandatory requirement for teachers to report suspected FGM abuse
Forced Marriage

Honour Based Abuse (HBA)
Radicalisation including PREVENT
Child Sexual Exploitation (CSE)
Gang activity etc.
Child criminal exploitation / County Lines
Domestic abuse
Child on child abuse
Child on child sexual violence and sexual harassment

Other safeguarding issues as appropriate.

2. Roles and Responsibilities

2.1 General

All adults working with, or on behalf of, children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the School even if an allegation has not been made.

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

2.2 Governing Body

In accordance with the Statutory Guidance 'Keeping Children Safe in Education 2024', the Governing Body will ensure that:

- Spratton Hall has a Safeguarding/Child Protection Policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly via the School website and in the entrance area of the School.
- The School operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headmaster, a nominated Governor and other staff involved in the recruitment process have undertaken appropriate Safer Recruitment training. Please see the School's 'Recruitment and Selection Policy' for more information.
- There are clear procedures for dealing with allegations of abuse against members of staff and volunteers.
- There is a senior member of the School on SMT who is designated to take lead responsibility for dealing with child protection (the 'Designated Safeguarding Lead') and that there is always cover for this role. We always ensure that a deputy DSL is on call if the DSL is unavailable for weekends and holiday cover.

- The Designated Safeguarding Lead (and Deputy DSLs) undertakes training in accordance with inter-agency and locally agreed procedures (in addition to basic child protection training) and this is refreshed every two years as required by law. This includes training on children at risk of radicalisation.
- The Headmaster, and all other staff and volunteers who work with children, undertake regular appropriate training, which is at least every two years in compliance with the NSCP protocol; and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. The Spratton Hall 'Safeguarding/Child Protection Policy', the 'Keeping Children Safe in Education 2024' and 'KCSIE Part 1 Information for all School and College Staff September 2023' and the 'Staff Code of Conduct/Behaviour Policy', which includes Whistleblowing, will all be used as part of induction procedures. In line with 'Keeping Children Safe in Education 2023', staff now receive training to ensure a depth of understanding of the referral and assessment procedures, including Early Help assessments and the Thresholds and Pathways guidance within the Local Authority. They also receive training in the Filtering and Monitoring systems used in school to safeguard children when online.
- Annex A of 'Keeping Children Safe in Education 2024' is also made available for leaders and those who work directly with children.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- The Chairman of Governors (or, in the absence of a Chair, the Vice Chairman) deals with any allegations of abuse made against the Headmaster, in liaison with the Designated Officer/Designated Team (previously known as the LADO).
- Effective policies and procedures are in place and updated annually including the "Staff Code of Conduct/Behaviour Policy" for staff and volunteers.
- Information is provided to the Local Authority (on behalf of the NSCP) through the NSCP Section 175 Safeguarding Audit and other information, as requested.
- There is an individual member of the Governing Body who champions issues to do with Safeguarding Children and Child Protection within the School, and liaises regularly with the Designated Safeguarding Lead.
- Designated Safeguarding Lead monitors Safeguarding within the School and provides information and reports to the full Governing Body.
- A full review of the school's Safeguarding Policy is carried out once a year, as set out in (16) below.

- The school contributes to inter-agency working in line with statutory guidance ‘Working Together to Safeguard Children’ 2018 and Northamptonshire Safeguarding Children’s Partnership, ‘Thresholds and Pathways Document’, including providing a co-ordinated offer of early help for children who require this, including children who are not deemed to be at risk, but who require additional support. Safeguarding arrangements take into account the procedures and practice of the local authority and the NSCP.

2.3 Head Master

The Head Master of Spratton Hall will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Allegations of abuse or concerns that a member of staff or adult working at the School may pose a risk of harm to a child or young person are notified to the Designated Officer/Team (previously known as the LADO).
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner.
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and, that if all else fails, to report these directly to the MASH or the Police.

2.4 Designated Safeguarding Lead

The Designated Safeguarding Lead will ensure that she has read and understood ‘Keeping Children Safe in Education 2024’ including Annex A. The responsibilities of the Designated Safeguarding Lead (and Deputy DSL) are found in *Annex B* of ‘*Keeping Children Safe in Education 2024*’ and include:

- Provision of information to the NSCP / Local Authority on Safeguarding and Child Protection.
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.

- Referral of cases of suspected abuse to the MASH (and/or Police where a crime may have been committed).
- Acting as a source of support, advice, supervision and expertise within the School.
- Attending and contributing to Child Protection Conferences when required (and other safeguarding related meetings).
- Ensuring each member of staff has access to, and understands, the School Safeguarding/Child Protection Policy, especially new or part-time staff and volunteers who may work with different educational establishments. This includes identifying the DSL and Deputy DSLs to those staff.
- Ensuring all staff have induction training covering Safeguarding and Child Protection and are able to recognise and report any concerns immediately they arise. Ensuring all staff are given the following:
 - Safeguarding/Child Protection Policy
 - Part One and Annex A of 'Keeping Children Safe in Education: Information for all School and College Staff, September 2023'
 - Staff Code of Conduct/Behaviour Policy
 - Attendance Policy
 - Online Safety Policy
 - Whistleblowing Policy
- Keeping detailed, accurate and secure written records of concerns and referrals.
- Obtaining access to resources and training for all staff and attending refresher training courses year.
- Where children leave the School, ensuring that any Safeguarding and Child Protection file is copied and handed promptly to the Designated Safeguarding Lead or Head Master of the receiving school, signed for and receipted. (The School maintains original records securely).
- Maintaining, monitoring and reviewing Child Protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with the section on "Records and Monitoring" below.
- Maintaining the Spratton Hall 'Safeguarding Children in Education Training Record' for all staff, including the DSL, and ensuring that all staff have signed a declaration to confirm they have read and understood 'KCSIE Part I – Sept 2023' and all related safeguarding policies.

2.5 Head of Pre-Prep

The Head of Pre-Prep will ensure that:

- The policies and procedures adopted by the governing body are fully implemented within the EYFS and followed by all staff.
- Statutory guidelines relating to safeguarding in the updated EYFS framework 2021 are fully adhered to.
- All EYFS staff understand the shared responsibility for safeguarding, know that the DSL is Mrs Charlie Benn, understand how she can be contacted and feel able to raise concerns about a child or a member of staff in accordance with the agreed policies.
- All EYFS staff make themselves readily available to parents, pupils, staff and external agencies in all matters of safeguarding pupils.
- Regular safeguarding training is undertaken, enabling them to identify, understand and respond appropriately to signs of possible abuse.

3. Records, Monitoring and Transfer

Well-kept records are essential to good Safeguarding and Child Protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. They are all given a copy of the “Child Protection/Safeguarding Concerns Form”, also available electronically on their desktops, that needs to be completed in these cases. The Designated Safeguarding Lead is responsible for receiving, putting into action, maintaining and reviewing these records and for deciding at what point they should be shared with, or copied and passed over to, other agencies.

Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child Protection records are stored securely, with access confined to specific staff, ie the Designated Safeguarding Lead and the Head Master.

Child Protection records are reviewed regularly to check whether any action or updating is required. This includes monitoring patterns of complaints or concerns about any individuals and ensuring that these are acted upon.

When pupils transfer to a different school at any time of the school year, including mid-year transfers, copies of any Child Protection records are also transferred. Safeguarding records are passed directly to the Designated Safeguarding Lead or Head Master in the receiving school or setting, with any necessary discussion or explanation and a signed and dated record of the transfer is obtained. In the event of a pupil moving out of area and a physical handover not being possible then copies of the confidential records are sent to the named Designated Safeguarding Lead by registered post and original documents kept. A receipt is required from the receiving school. (NCC requirement is to

retain original records until 35 years after a child has left the School or the case has closed or 75 years after the 18th birthday if the child is a looked after child - LAC). Files requested by other agencies, eg Police will be copied and shared as appropriate.

4. Information Sharing

Spratton Hall recognises the importance of sharing relevant information with other agencies and follows statutory guidance as set out in “Information Sharing - Advice for Practitioners” July 2018.

In line with ‘Keeping Children Safe in Education 2024’ guidance, the DSL will hold a record of all those children with a social worker – as shared by the local authority, and that this knowledge will be used to make decisions that are in the best interests of the child.

5. The School Community

5.1 Pupils

5.1.1 Vulnerable Pupils

Spratton Hall recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Children under five are considered to be extra vulnerable because of their age. Other children may be vulnerable because, for instance, they have a disability, are in care or have previously been in care, are young carers, have mental health issues, special educational needs or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.

5.1.2 Looked After Children

Spratton Hall does not have any Looked after Children at present, however, should that situation change the Head Master and a Designated Teacher for Looked after Children would be appointed and they would be responsible for promoting the achievement and well-being of children who are looked after (LAC). Members of staff would be given information relating to the child’s looked after legal status, contact arrangements with birth parents or those with parental responsibility, the child care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Teacher for LAC would also have details of the child’s social worker and the name of the Virtual School Lead in the authority that looks after the child.

5.1.3 Children Missing Education

Please see our ‘Attendance and Absence of Pupils Policy’, which includes information on children missing education and includes details of the school register requirements

A child going missing or being absent from an education setting for prolonged or repeated periods is a potential indicator of abuse and neglect, including Child Criminal Exploitation (CCE). The DSL will follow the Local Authority's procedures in response to children who go missing or who are absent for prolonged periods from the School, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. If a child from Spratton is missing the school's 'Missing Child Policy and Procedure' would be put into action.

5.1.4 Child on Child Abuse

Spratton Hall recognises that children themselves sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention to be put into place. The potential for children to harm others (Child on Child abuse / Sexual violence and harassment between children), is taken seriously at Spratton. Allegations are always reported to the DSL, and are not passed off as 'banter' or 'part of growing up'.

5.1.5 Complaints or Concerns – Pupil Voice

Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the Spratton Hall Complaints Policy and Procedure.

The Governing Body and School staff should ensure the pupil's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children. This will happen through ensuring there are systems in place for pupils to express their views and give feedback.

5.1.6 Mental Health

Spratton Hall recognises the need to promote positive mental health and well-being throughout the School community. We have a Mental Health Lead in school who is responsible for promoting positive mental health in all members of our school community

As a school, we know that early identification of possible mental health problems is the key to minimise potential issues. Staff receive regular updates on issues surrounding mental health and are aware of the procedures in place both within school and within the local authority to support children and families with mental health issues.

We have a robust pastoral system in place. Each Form Tutor is led by a Year Head and a Year team meet every week to discuss each and every child in the year group. The whole year group team therefore knows each child well and problems are easily and

readily identified. The pastoral team (Year Heads, Mental Health Lead, Head of Pastoral Care and Matron) meet weekly to discuss children of concern across the school.

The staff induction process highlights how concerns can be raised and escalated. Pupils are also aware of this process and the numerous systems in place to support them and therefore know who they can reach out to for support.

The Head of Pastoral Care and the Director of Studies meet regularly along with Heads of Department to identify pupils who may be vulnerable and at risk and who have been identified through issues with attainment or attitude to work.

5.2 Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a Child Protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead and the Mental Health Lead about the support he/she requires. The Designated Safeguarding Lead will seek to arrange the necessary support.

5.2.1 Recruitment and Selection of Staff

Please see Spratton Hall's separate 'Recruitment and Selection Policy'.

5.2.2 Staff Training and Updates

All new staff receive induction training for child protection and safeguarding, as detailed in section 11 below.

Every year, all staff (including new staff) take part in a workshop, led by the DSL and the Head Master, designed to assist staff in understanding our own 'Safeguarding Policy', 'Keeping Children Safe in Education – Part 1' and the Staff Code of Conduct/Behaviour Policy. The workshop is also designed to help staff discharge their role and responsibilities. During the workshop members of staff work in groups to discuss and question each other over matters in the documents, they look at examples and case studies and there is a whole staff question / answer session. They are given the opportunity to comment on Spratton Hall's Safeguarding Policy. The workshop also helps staff to know how to respond to and report concerns about a child. They are reminded about procedures within school and procedures within the NSCP / local authority. Staff understand that anybody is able to make a referral. They are made aware of the processes that occur once a referral has been made.

Staff also sit compulsory accredited tests after KCSIE updates to ensure staff consistency and adherence.

All staff receive regular updates by email and in Staff Briefings to keep their skills and knowledge up-to-date but, additionally, important information about pupils. In the September Inset, we also have a staff meeting dedicated to pastoral updates and information sharing about pupils in the school and all new pupils joining the school. Outcomes and recommendations from Serious Case Reviews (SCRs) are shared with staff when and where appropriate in Staff Briefings.

Additional Safeguarding Awareness and Training for Staff

Staff need to be aware of, and will have training on, the following areas which are related to the wider Safeguarding agenda. The context of Spratton Hall within its community is a factor in determining the level of focus for training and responsiveness to the various factors.

These areas include:

- Signs of Abuse (see <O:\Policies\SAFEGUARDING - SIGNS OF ABUSE.pdf>)
- Female Genital Mutilation
- Forced Marriage
- Honour Based Abuse
- The Prevent Duty/Awareness of Radicalisation and Extremism
- Child Sexual Exploitation
- Vulnerability of those with Special Needs/Disabilities
- Impact of Domestic Abuse/Violence
- Child Poverty/Spiralling Debt
- Housing Issues/Homelessness
- Impact of Parent/Carer Mental Health Issues
- Impact of Drug/Alcohol/Substance Misuse
- Dog Bites
- Being a Young Carer
- Child criminal exploitation / County Lines (CCE)
- Child on Child abuse
- Child on child sexual violence and harassment
- Private Fostering

Staff are made aware of the link between mental health problems and abuse, and that such problems can be an indicator of a range of abuse.

Staff are made aware of online safety issues and have regular training and updates on all aspects of technology, including safeguarding and our filtering and monitoring systems in school. Through this and other safeguarding training they know that abuse can take place online, or that technology can be used to facilitate offline abuse.

They will also be made aware of learning from local and national Serious Case Reviews and other issues that may arise that are seen to be relevant for learning with regard to safeguarding the pupils and staff of the School.

All staff are made aware of the fact that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise that their experiences as harmful. For example, children may feel embarrassed, humiliated, or that they are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitates communication.

5.2.3 New Staff Induction

The School has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction, where the DSL will identify herself, and are briefed on the role of the DSL and given copies of the following documents, which form the basis for Safeguarding Induction.

- ‘Keeping Children Safe in Education: Part 1 - September 2024’ and Annex A for leaders and those who work directly with children.
- Spratton Hall Safeguarding/Child Protection Policy
- Online Safety Policy
- Types of Abuse, Common Sites for Physical Abuse, Possible Physical and Behavioural Observations
- ‘Staff Code of Conduct/Behaviour Policy’. This includes the school’s policy (including the EYFS setting) on the use of mobile phones and cameras.
- Behaviour Policy
- Anti-Bullying Policy
- Spratton Hall Whistleblowing Policy
- Attendance Policy, including CME and the potential for children missing education to be exploited.
- ‘Spratton Hall Summary of In-house Safeguarding/Child Protection Induction Training’ which highlights situations to avoid which may lead to members of staff being accused of abuse:
 - Avoid being alone with a child. If members of staff are teaching 1to1 they must use rooms with glass in the door and windows for others to see in. If there is no glass in the door, they must leave the door open. If members of staff really do need to speak with a child privately, they must tell a colleague the name of the pupil they are with and how long they will be. This applies to all 1to1 teaching, including individual teaching, coaching and music lessons by peripatetics.
 - When supervising children, do not appear to be staring at a specific pupil or group of pupils.
 - Be mindful of appearing to be attracted to a specific pupil or group of pupils; or responding to a pupil who is showing signs of being attracted to you.
 - Avoiding physical contact with pupils wherever possible.

- Applying the use of reasonable force and physical intervention only as a last resort and in compliance with School procedures and NSCB guidance.
- Avoid having friends or favourites.
- Remember your size.
- Remember safety in distance.
- Be extra mindful in problem places, ie toilets, changing rooms, showers.
- Always use school equipment when taking photos and recording videos and ensure the material is used appropriately.

On every interview panel for School staff, at least one member will have undertaken Safer Recruitment training.

5.2.4 Staff Relationships with Pupils

All staff and volunteers will be made aware of their position of power and trust and will adhere to regulations relating to the Sexual Offences Act 2003. This also extends to the use of social media. See Staff Code of Conduct for more information.

5.2.5 Corporal Punishment & Use of Reasonable Force

Corporal punishment is forbidden at Spratton Hall.

Staff should avoid physical contact with pupils wherever possible. However, there may be times when 'physical intervention' by a member of staff may be necessary, by applying the use of reasonable force and physical intervention only as a last resort and in compliance with School procedures and NCSP guidance.

There are only two instances where physical intervention may be accepted:

- (a) an immediate danger of personal injury to, or
- (b) an immediate danger to the property of, any person (including the child himself/herself).

PHYSICAL CONTACT IN OTHER CIRCUMSTANCES

Physical contact between a member of staff and a pupil may be necessary and beneficial in order to demonstrate a required action, or a correct technique in, for example, singing and other music lessons, or during Drama, PE, sports and games.

Members of staff should observe the following guidelines (where applicable):-

- i) Explain the intended action to the pupil;
- ii) Do not proceed with the action if the pupil appears apprehensive or reluctant, or if you have other concerns about the pupil's likely reaction;
- iii) Ensure that the door is open and if you are in any doubt, ask a colleague or another pupil to be present during the demonstration.

If you are at all concerned about anything that has occurred during the demonstration, inform the Head Master or the Deputy Head without delay and make a written record.

Touching may also be appropriate where a pupil is in distress and needs comforting. Staff should use their own professional judgement when they feel a pupil needs this kind of support and should be aware of any special circumstances related to the pupil. For example, a child who has been abused may find physical contact particularly difficult.

“Member of staff”, in relation to the child concerned, means—

- (a) any person who works as a teacher at the school, or
- (b) any other person who (whether in connection with the provision of education for the child or otherwise)—
 - (i) works at the school, or
 - (ii) otherwise provides his/her services there (whether or not for payment), and has lawful control or charge of the child.

5.2.6 Use of mobile phones and other devices (Please read alongside separate Online Safety Policy)

Members of Staff may bring in their personal phones and tablets to school but must adhere to our Staff Code of Conduct and our Acceptable Use Policy in this regard.

5.2.7 Termination of Employment

Spratton Hall is committed to referring to the DBS and the TRA / DfE, within one month of leaving the school, any person (whether employed, contracted, a volunteer or student), if the DBS criteria to refer is met, whose services are no longer used for regulated activity because he or she is considered unsuitable to work with children. This includes any person who has been dismissed or would have been dismissed had they not resigned first.

5.3 EYFS / Pre-Prep

To protect themselves from allegations it is important that EYFS staff ensure that their behaviour and actions do not place pupils or themselves at risk of harm. EYFS staff should consider carefully the precautions they take when working 1:1 with pupils. In general, staff are told to avoid these situations. However, if this is not appropriate or possible, then doors must remain open and other staff must be made aware that the tuition / supervision is taking place.

When supporting a child in the toilets or cloakroom area, staff must always ensure that there is a second adult within sight / hearing and they must tell this person why they are needing to support the child. Staff are told to maintain a running dialogue with the second adult so that the other child knows that there is another adult close by. (Please refer to the EYFS Toileting and Intimate Care Policy for guidance on staff's safe support of children in the toilet and cloakroom areas).

Within their induction training, EYFS staff are advised of safe ways in which to comfort children who are upset. EYFS staff do not instigate any form of cuddling and will stand to the side of a child when comforting them. The importance of using good common sense and not putting yourself in a vulnerable position are highlighted and emphasised through ongoing training.

5.3.1 Use of Personal Electrical Devices, including Mobile Phones and Cameras within the EYFS and Pre-Prep

All staff mobiles must be turned off or placed on silent and kept in their bags, within a secure cupboard or drawer. Personal electronic devices, including wearable technology and mobile phones, may only be checked at break times and never in a room when children are present, or in the toilets or cloakroom areas. Staff are responsible for ensuring that personal electrical devices brought into school do not hold inappropriate or illegal content.

Staff are not permitted to use their own personal phones or devices for taking or storing pictures or recording images of children at school. Only designated school cameras may be used. (Additional information can be found in the Acceptable Use Policy and Code of Conduct for staff)

5.3.2 Allegations

We will inform the appropriate agencies of any allegation of abuse that has alleged to have taken place on the premises or by somebody who works or lives on the premises as soon as practicable and within 14 days.

5.4 Parents/Carers

The School will:

- Ensure that parents/carers have an understanding of the responsibility placed on the School and staff for Safeguarding/Child Protection by setting out its obligations on the School website.
- Engage parents in the early help agenda for Northamptonshire applying the Thresholds Guidance, where early need is identified, and signpost families appropriately or make referrals to outside agencies using the Early Help Assessment tool.
- We aim to strike a balance between the rights of children to express decisions made about their lives, the rights of parents to exercise their responsibilities towards the child and the duty of the state to intervene where the child's welfare requires it. In order to avoid conflict later all parents need to understand that at Spratton Hall we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. In general, we would seek to discuss any concerns about a child's welfare with parents/carers prior to involvement with another agency or with the MASH and, where possible, seek their agreement to making referrals unless to do so would place the child at risk of harm or compromise an investigation. However, if a child is at risk of harm, the DSL will make immediate contact with the local Safeguarding Children Partnership. When there is need to share information with other agencies, we will always be mindful of and where appropriate pay heed to our Confidentiality Policy, as described in the Staff Code of Conduct. The school will only share information about children and families in a professional context.
- The child's views will also be considered in deciding whether to inform the family in some circumstances, particularly where the child is sufficiently mature to make informed judgments about the issues, and about consenting to that.

6. Arrangements for Reviewing the Safeguarding Policy

Spratton Hall's safeguarding and child protection policies are reviewed on an annual basis in September at the beginning of the school year. Additionally, any updates or new regulatory requirements from the Local Safeguarding Children Partnership, ISI or DfE are included in the policy as and when necessary. Once this annual review has taken place, the Designated Safeguarding Lead (DSL) meets with the Governor with responsibility for safeguarding to review the policy. The Governor with responsibility for safeguarding then reports to the full Governing Body at the October meeting. The DSL also attends this meeting so that the Governing Body can ask any questions of the DSL and discuss any safeguarding or child protection updates, issues or queries.

7. Useful Links – Local and National

Local

Northamptonshire Safeguarding Children Partnership
c/o Northamptonshire County Council
County Hall
Northampton
NN1 1ED
01604 364036
nscb@northamptonshire.gcsx.gov.uk

Thresholds and Pathways document:

<http://www.northamptonshire.gov.uk/en/councilservices/children/protecting-children/Pages/northamptonshire-thresholds-and-pathways.aspx>

Online Multi-Agency Referral Form:

<https://northamptonshire.firmstep.com/default.aspx/RenderForm/?F.Name=a4NtwT46Fcm>

Directory of Services for Early Help

<http://families.northamptonshire.gov.uk/directory-search>

Directory of Services for Children with Disabilities

<http://www.northamptonshire.gov.uk/en/councilservices/children/disabled-children/pages/default.aspx>

Education Entitlement Service

Online referral form available at:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Safeguarding Adults - access advice:

Safeguarding Adults Team

Northamptonshire County Council

John Dryden House, 8-10 The Lakes

Northampton NN4 7YD

01604 362900

adultssafeguardingadmin@northamptonshire.gcsx.gov.uk (secure e-mail)

E-referral form at:

<http://www3.northamptonshire.gov.uk/councilservices/adult-social-care/safe/Pages/safeguarding-adults-forms.aspx>

Community Safety Team, Northamptonshire County Council

Contact Community Safety and Harm Reductions Team Manager – Emma Hildreth

E-mail: childreth@northamptonshire.gov.uk

Tel: 01604 366517

FGM

Contact the police directly using 999.

Multi-Agency Safeguarding Hub (MASH): **0300 126 7000**

PREVENT

(For advice and support about Extremism)

prevent@northants.pnn.police.uk

Prevent Officer DC 1232 Jason Farmer 07557776276

Jason.farmer@northants.pnn.police.uk

Prevent Officer DC 461 Sean Arbuthnot 07557776230

Sean.arbuthnot@northants.pnn.police.uk

GOV.UK website

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

National

National Society for Prevention of Cruelty to Children (NSPCC):

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

0808 800 5000

Childline:

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

0800 1111

Child Exploitation and Online Protection (CEOP):

<http://ceop.police.uk/>

0870 000 3344

Professionals Online Safety Helpline:

<http://www.saferinternet.org>

helpline@saferinternet.org.uk

0844 3814772

Parents Protect (Safeguarding Information for Parents, Carers and Education Staff)

www.parentsprotect.co.uk

APPENDIX 1: DEFINITIONS OF ABUSE

(From ‘What to do if you’re worried a child is being abused?’ March 2015 and to be read in conjunction with ‘Keeping Children Safe in Education (KCSIE) Annex A – 2023’)

In understanding the definitions of abuse, it is important that members of staff are aware of the extra vulnerability of children with SEND. (The Head of Learning Support / DSL meet on a regular basis with other pastoral staff to ensure their needs are catered for.)

Understanding and Identifying abuse and neglect?

“Abuse and neglect are forms of maltreatment – a person 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 by a stranger, including via the internet”.

“Abuse and neglect can happen over a period of time, but can also be a one-off event”.

“Child abuse and neglect can have major long-term impacts on all aspects of a child’s health and well-being”.

Physical Abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse also occurs outside of the family environment.

Sexual Abuse

Sexual Abuse is a sexual activity with a child. Many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse does not necessarily involve violence. Sexual abuse can have a long-term impact on mental health.

Sexual abuse may involve physical contact, including assault by penetration (eg rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or touching outside of clothing. It may include non-contact activities, such as involving children in the production of

sexual images, forcing children to look at sexual images or watch 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 commit sexual abuse, as can children.

Neglect

Neglect is a pattern of failing to provide for a child's basic needs, whether it is adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health and development.

Children who are neglected often suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. Neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

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

Once a child is born, Neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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 takers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional and psychological development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving 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 the 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, which could be in the form of domestic violence within the household.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones and tablets – by a child's peers.

It is important to recognise and understand that aspects of abuse and neglect are rarely standalone, and will often overlap with one another

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

APPENDIX 2: OTHER AREAS RELATED TO ABUSE

1. Child Sexual Exploitation

“The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities.

Child sexual exploitation can occur through use of technology without the child’s immediate recognition, for example, the persuasion to post sexual images on the internet/mobile phones with no 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”.

(The National Working Group for Sexually Exploited Children and Young People, 2008)

Risk Identification

When any member of staff becomes aware that a child or young person is at risk of being sexually exploited, they should identify and react to the need to protect that individual from any future harm. This should always include notifying the Designated Safeguarding Lead within the school. In all cases, if there are concerns that the child is in immediate danger then you should contact the police on 999 or the MASH. In the event of an individual having concerns that a child or young person is at risk of being sexually exploited (but where there is no immediate danger), these will be reported to the DSL who will follow the procedures outlined in the Northamptonshire CSE Toolkit - Chapter 3 (see NSCP website).

Important points to remember:

- Both girls and boys can be victims of child sexual exploitation and can be equally vulnerable;
- The coercers and perpetrators are usually an adult, but can be children and young people in a position of power of either gender;
- Young people may exchange or sell sex as a result of constrained choices such as poverty, isolation and historic abuse;
- Parents/carers may be involved in the sexual exploitation of their children, or fail to prevent/protect from it;
- Groups of children and young people and multiple perpetrators may be involved (organised abuse);
- No child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE;

- Children and young people with additional needs require special consideration up to the age of 25 years.

2. Child on Child Abuse

Please read alongside separate Child on Child Abuse Policy which details procedures to minimise abuse and the processes in place to manage allegations and support those involved.

Children can abuse other children. This is generally referred to as Child on Child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; consensual and non-consensual sharing of nudes and semi-nude images and/or videos (previously known as sexting); causing someone to engage in sexual activity without consent; upskirting (now a criminal offence). Child on child abuse (this includes sexting and social media abuse) is an important matter and may be indicative of one or more children involved having been party to activities where significant harm may be a factor. Where the school has a reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm because of such engagement there must be a referral to MASH. It will be for that body to decide what actions are then taken, including assessment or investigations (Section 47 Children Act 1989). It is important not to confuse the child protection/safeguarding processes with other responses under other policies such as anti-bullying where significant harm is not at all indicated. It is also important to recognise that both the perpetrators of harm, (and this may be a child) and the child victim(s) are all in need of assistance and support where child on child abuse is indicated.

3. Sexual Violence and Sexual Harassment Between Children

Please read alongside separate Child on Child Abuse Policy which details procedures to minimise abuse and the processes in place to manage allegations and support those involved.

Sexual violence and harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. The definition and description of this type of abuse detailed in KSCIE 2024 includes a non-exhaustive list of types of sexual harassment. These include jokes, taunts, pictures, physical behaviour, online harassment, sharing of images, comments (including on social media).

Allegations of sexual violence and harassment are complex to manage. We will always ensure that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. The DSLs and key staff in school will manage these allegations

on a case by case basis, using their professional judgement, but they will also use the support and knowledge of other agencies where appropriate. As with any allegation or suspicion of abuse, a referral to MASH will be made if there is reasonable cause to suspect a child is suffering or likely to suffer significant harm.

4. Upskirting

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

5. Child Criminal Exploitation / County Lines (CCE)

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines activity. County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Signs to look out for

A young person's involvement in county lines activity often leaves signs. A young person might exhibit some of these signs:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

6. Private Fostering

A private fostering arrangement is essentially one that is made privately for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989, ie a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

Young people can be in private fostering arrangements for a number of reasons. The most frequent reasons are:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (eg to stay at the same school to finish exams)
- teenagers estranged from their families

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence. Once the notification has been made to the authority, Children's Services have a duty to visit and speak to the child, the parent and the foster carer, and everyone in the foster carer's household. Children's services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

Other professionals, for example GPs surgeries and schools, also have a responsibility to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear who has parental responsibility.

7. Female Genital Mutilation

The term 'Female Genital Mutilation' (FGM) encompasses all procedures that either:

- Fully or partially remove external female genitalia, or;
- Injure the female genital organs for non-medical reasons.

FGM is usually carried out on girls between the ages of 5 and 14 years, but younger girls and adult women are sometimes victims of this procedure. FGM is extremely traumatic. It can lead to serious, life-long physical and mental health problems. Internationally, FGM is recognised as a violation of the human rights of girls and women and when performed on a child, is a violation of the Rights of the Child.

In the UK, under the FGM Act 2003 and the Serious Crime Act 2015, it is an offence for any person (regardless of their nationality or residence status) to perform FGM or assist a person to carry out FGM. A new mandatory reporting duty requires any member of staff who suspects FGM to have taken place should report this to the police immediately, and inform the DSL at school. The duty applies where, in the course of their professional duties, a professional discovers that FGM appears to have been carried out on a girl under 18 (at the time of discovery).

Identifying a child at risk of FGM - Indications that FGM may be about to take place:

- The family comes from a community that is known to practice FGM (it may also be possible that they will practice FGM if a female family elder is around);
- Parents requesting permission for their girls to be taken out of school two weeks before or after the holidays (recovery period can be up to 8-10 weeks);
- A child talking about a long holiday to her country of origin or another country where the practice is prevalent;
- A child talking about “becoming a woman” or “rites of passage” or a “special ceremony”;
- A child talking about new clothing or special outfits;
- A child may confide in a professional that she is about to undergo a “special procedure” or attend a special occasion;
- Becoming withdrawn or acting out of character;
- There are older girls or women in the family (e.g. older sister/s, mother) who have undergone FGM;
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
- Any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.

Identifying a child who has been subject to FGM - Indications that FGM may have already taken place:

- A child may spend long periods of time away from the classroom during the day with bladder or menstrual problems;
- Frequently girls who have undergone FGM find it harder to urinate and it will therefore take longer to pass urine;
- There may be prolonged absences from school;
- A prolonged absence from school with noticeable behaviour changes on the girl's return could be an indication that the girl has recently undergone FGM;
- A child requiring to be excused from physical exercise lessons without the support of her GP;

- A child may confide in a professional or ask for help and professionals encountering a girl or woman who has undergone FGM should also be alert to the risk of FGM in relation to her:
 - Younger siblings;
 - Current daughters or daughters she may have in the future;
 - Extended family members.

8. Forced Marriage

Forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they are bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

FM was made illegal as of 16th June 2014.

Forced Marriage Unit – 020 7008 0151
fm@fco.gov.uk

9. Preventing Radicalisation and Extremism

Please read alongside separate PREVENT Duty Policy.

The Counter-Terrorism and Security Act, and the Prevent Duty place a duty on schools to have due regard to the need to prevent people from being drawn into terrorism ('The Prevent Duty').

The biggest threat is around terrorist groups seeking to radicalise and recruit people. This threat is greater amongst young people. The threat is not just from radical religious groups such as 'Islamic State' but also from radical 'far right' and other political groups who may attempt to radicalise children and young people.

Northamptonshire County Council has embedded Prevent into its safeguarding procedures. Any contacts made with concerns in relation to Prevent will be assessed through the MASH. If there are concerns that a child or young person may be vulnerable to violent extremism or radicalisation, the Designated Safeguarding Lead within the School/Academy will be informed and, after initial discussions, a multi-agency referral form will be submitted to the MASH.

As part of the "Prevent Duty", schools must address the four key areas, which are:

- Risk Assessment;
- Working in Partnership;
- Staff Training;
- IT Policies.

Risk Assessment

School staff should know how to make a referral where they have concerns about potential radicalisation. Advice and guidance can be sought from the Prevent Engagement Officers at Northamptonshire Police:

E-mail: prevent@northants.pnn.police.uk or phone 101 (ext. 343931) or 101 (ext. 345215)

Or from the DFE who also have a dedicated helpline: 020 7340 7264.

Actual Referrals must go to the MASH.

Working in Partnership

We are required to work in partnership with the NSCP, the Home Office trained Prevent Engagement Officers and other partner agencies to safeguard and promote the welfare of children. Prevent and other partners will be accessed as relevant to provide advice and support with regard to this duty.

Effective engagement with parents and their families is also important as they are in a key position to spot signs of radicalisation. We recognise it is important to assist and advise families who raise concerns and direct them to support mechanisms.

Staff Training

In line with the Prevent Duty, we are required to assess training needs in the light of their assessment of risk. Spratton Hall School currently assesses their risk to be low. (Should the risk change to be anything other than low the Head Master will access “WRAP” training - Workshop to Raise Awareness of Prevent and disseminate appropriate information to the school staff.) Despite the risk assessment to be ‘low’, staff have still had Prevent training, undertaken in September 2016, and it is highlighted in all refresher training every year.

Further Information:

PREVENT (see GOV.UK website).

Community Safety Team, Northamptonshire County Council

Contact Community Safety and Harm Reductions Team Manager – Emma Hildreth

E-mail: childreth@northamptonshire.gov.uk (Tel: 01604 366517)

Prevent Officer DC 1232 Jason Farmer 07557776276

Jason.farmer@northants.pnn.police.uk

Prevent Officer DC 461 Sean Arbuthnot 07557776230
Sean.arbuthnot@northants.ppn.police.uk

10. Dog Bites on Children

The following guidance has been agreed by partner agencies for the NSCP.

School staff must:

- Be aware of an injury to a child caused by a dog;
- Be aware of the treating of an injury to a child caused by a dog;
- Establish precisely when and how the injuries were caused;
- Establish if there is any history of previous, similar injuries and when this occurred.

Consideration should be given to whether the injuries caused are "non - accidental injuries".

A referral to the MASH should be considered if any of the following criteria apply:

- The child injured is under two years of age;
- The child is under five years of age and injuries have required medical treatment;
- The child is over five years and under 18 who have been bitten more than once by the same dog;
- The child/young person is under 18 years of age, injuries have required medical treatment and initial information suggests the dog responsible could be prohibited and/or dangerous;
- A prohibited and/or dangerous dog is reported and/or treated, and is believed to be living with and/or frequently associated with children under five years.

Some calls might be logged 'for information' only by the agencies, if it is clearly established that no significant or continued risk is likely to the child, or other children (for example, if the dog has already been 'put down' or removed).

Please be mindful that the bite does not have to be a vicious injury.

Please contact the MASH immediately for advice if unsure. Call 0300126 1000 and choose option 1.

Definitions:

- Certain dogs are 'prohibited' and if any agency has any knowledge or report of a dog of this type, the matter should be reported to the police immediately;

- Any dog can be 'dangerous' (as defined by The Act) if it has already been known to inflict or threaten injury.

For further information, see the NSCB guidelines at:

http://northamptonshirescb.proceduresonline.com/chapters/p_dangerous_dogs.html#practitioner_guidance

APPENDIX 3: PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

A. General

1. Northamptonshire Safeguarding Children Partnership procedures contains the inter-agency processes, protocols and expectations for safeguarding children (available on NSCP website www.northamptonshirescb.org.uk). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and with NSCP “Thresholds and Pathways”. The DSL is also familiar with the ‘NPCC – When to call the Police’ document, and therefore knows when we should consider calling the police and what to expect when we do.
2. It is important that all parties act swiftly and avoid delays.
3. Any person may seek advice and guidance from the MASH particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
4. Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
5. In many cases of concern there will be an expectation that the School can demonstrate that they have engaged parents in the “Northamptonshire Early Help “process. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk and in individual cases advice from the MASH will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

1. When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
2. As soon as possible, write a dated, timed and signed note of what has been disclosed or noticed, said or done (on a school “Cause for Concern” Form) and report to the Designated Safeguarding Lead in the School.

3. If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Head Master must be informed. The Head Master will contact the Designated Officer/Team to seek advice.
4. If the allegation is about the Head Master, the information should be passed to the Chair of Governors or the Designated Officer/Team without informing the Head Master. (See contacts at the front of this policy).
5. If this has not already been done, inform the pupil (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – Main Procedural Steps

1. Individual case files will be initiated for pupils as soon as there is a concern. An overview chronology, which will hold a record of all communications, concerns and actions, is then started and put at the front of the case file. Such files will be stored securely (see Section on Records and Monitoring). The Chronology at the front of each file will be kept fully up to date to enable all concerned to have a full picture and to ensure regular reviews are happening and recorded. The file is reviewed regularly by the DSL, Deputy DSL and other relevant staff.
2. Where initial enquiries do not justify a referral to the investigating agencies we will inform the initiating adult and monitor the situation. If in doubt, we will seek advice from the MASH: 0300 126 7000. All contact related to the concern will be recorded.
3. Share information confidentially with those who need to know observing the guidelines as laid out in “Information Sharing” 2018 and in our Confidentiality Policy, as described in the Staff Code of Conduct. The DSL and the school will only share information about children and families in a professional context.
4. Where there is a Child Protection concern requiring immediate, same day, intervention the MASH will be contacted immediately by phone and their advice will be followed. Written confirmation will follow within 24 hours on the NSCB Interagency Online Referral Form. All other referrals will be made firstly through a telephone conversation with the MASH and then by following up with the online form, where requested to do so. (The MASH is available for advice on the advice line number given in the contact details on page 4 of this document).
5. If it appears that urgent medical attention is required we will arrange for the pupil to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who will inform medical staff that non-accidental injury is suspected. Parents will be informed that the child has been taken to hospital.
6. Exceptional circumstances: If it is feared that the pupil might be at immediate risk on leaving school, we will take advice from the MASH (for instance about difficulties if the school day has ended, or on whether to contact the police). A member of the

Senior Leadership Team will remain with the child until the Social Worker or Police take responsibility. If in these circumstances an adult with Parental Responsibility for the child arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. A Restraining Order). If there are clear signs of physical risk or threat, the MASH will be updated and the Police will be contacted immediately.

D. Procedure for Dealing with an Allegation of Abuse by an Individual of an External Organisation using Spratton Hall

On occasion, a child who is on campus through an external organisation may make an allegation of abuse to a member of the School about an adult member of that external organisation. In this situation, the member of the School will report the allegation to the Spratton Hall Designated Safeguarding Lead who will take immediate action and inform the local authority and the external organisation. The School expects the organisation to follow its own safeguarding policy and will require confirmation that the appropriate action has been taken. In addition, the Designated Safeguarding Lead and Head Master will consider whether it is permissible to allow the external organisation continued use of the facilities during the investigation period and beyond.

APPENDIX 4: PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF INCLUDING HEAD MASTER AND VOLUNTEERS

These procedures will be followed in all cases in which there is an allegation or suspicion that a person working with children 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 or;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Relevant documents:

- DfE *“Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges”* - September 2023 (part 4).
- NSCP procedures – Section 5.

A. Individual Staff/Volunteers/Other Adults who receive the allegation:

1. Write a dated and timed note of what has been disclosed or noticed, said or done.
2. Report immediately to the Head Master.
3. Pass on the written record.
4. If the allegation concerns the conduct of the Head Master, report immediately to the Chair of Governors without informing the Head Master. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the LA Designated Officer/Team as soon as possible or if unavailable contact the MASH on the same day.)

B. Head Master

1. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
2. Before taking further action notify and seek advice from the LA Designated Officer/Team, or if unavailable the MASH on the same day.
3. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
4. Report to the MASH (and Ofsted) if the LA Designated Officer/Team so advises or if circumstances require a referral.
5. Ongoing involvement in cases:
 - Liaison with the LA Designated Officer/Team;
 - Co-operation with the investigating agency’s enquiries as appropriate;
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

C. Chair of Governors (only relevant in the case of an allegation against the Head Master)

1. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
2. Notify the LA Designated Officer/Team or, if unavailable, the MASH on the same day.
3. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
4. Report to the MASH (and Ofsted) if the LA Designated Officer/Team so advises or if circumstances require a referral.
5. Ongoing involvement in cases:
 - Liaison with the LA Designated Officer/Team;
 - Co-operation with the investigating agency's enquiries as appropriate;
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

D. Record Keeping

Details of allegations that are found to have been malicious should be removed from Personnel Records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential Personnel File of the accused, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

APPENDIX 5: CHILDCARE DISQUALIFICATION REGULATIONS

The Childcare (Disqualification) Regulations 2009 prohibit anyone who is disqualified themselves under the Regulations, from working in a relevant setting, including a School/Academy.

Who is disqualified?

A person is disqualified from childcare if any of the following apply:

- They have been cautioned for, or convicted of, certain violent or sexual criminal offences against adults and any offences against children;
- They are the subject of an order, direction or similar in respect of childcare, including orders made in respect of children's homes or have been disqualified from private fostering;

Key Actions for School:

Staff who may be disqualified from childcare.

School should immediately contact our HR provider if they:

- know of anyone in their employment who is, or may be, disqualified;
- receive a positive declaration from any member of staff.

Anyone who is disqualified will need to be immediately removed from the relevant setting (probably through suspension in the case of employees) and Ofsted must be notified at the latest within 14 days.

Disqualified Workers

The Schools' HR Provider should provide support in dealing with cases where a disqualified person is identified. A disqualified person can apply to Ofsted for a waiver.

<http://www.ofsted.gov.uk/resources/applying-waive-disqualification-early-years-and-childcareproviders>

Ofsted may grant a full or partial waiver, including a waiver that would allow an individual to work in a relevant school setting. Whilst a waiver application is under consideration the individual must not continue to work in these settings. Where a waiver is not granted, the employees will need to be dismissed unless redeployment options are available.

Record Keeping and Storage of Declarations (Staff and Volunteers)

Storage:

The DfE advises that schools must handle and store all information carefully, in accordance with normal Data Protection regulations.

It is recommended that Disclosure Declaration Forms should be placed on Personnel Files. (Files should only be accessed by those staff required to do so).

Single Central Record:

There is statutory requirement that the disclosure form should be recorded on the Single Central Record (SCR) but we recognise that this is good practice and record the date that forms have been completed.

Regularity of Checks:

There is no statutory requirement for declaration form to be completed on a regular basis. However it is recommended that as part of the School's/Academy's approach to safeguarding that they take the opportunity to regularly remind staff and volunteers of their obligation to make Head Masters aware of any new information that is relevant.

APPENDIX 6 - SAFEGUARDING DURING THE COVID-19 MEASURES

Context

The way school is currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual. Whilst school has now 'returned in full', we need to be mindful of the current situation and be ready to act in the best interests of the child whether they are in school or at home when learning.

School has been asked to provide care for children who are vulnerable and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This Annex to our Child Protection policy sets out details of our safeguarding arrangements for:

1. Context
2. Version control and dissemination
3. Safeguarding priority
4. Current school position
5. Safeguarding partners' advice
6. Roles and responsibilities
7. Vulnerable children
8. Increased vulnerability or risk
9. Attendance
10. Reporting concerns about children and staff
11. Safeguarding training and induction
12. Safer recruitment/volunteers and movement of staff
13. Child on Child abuse
14. Online safety
15. New children at the school
16. Supporting children not in school

Version control and dissemination

This is version 1.1 of this annex. It will be reviewed by our DSL or a deputy DSL on a weekly basis as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the school website and is made available to staff by email.

We will ensure that on any given day all staff and volunteers in attendance will be aware of who the DSL and deputy DSLs are and how staff and volunteers can to speak to them.

Safeguarding priority

During these challenging times, the safeguarding of all children at our school – whether they are currently at home or in attendance – continues to be our priority. The following fundamental safeguarding principles remain the same:

- the best interests of children continue to come first
- if anyone in our school has a safeguarding concern, they will act immediately
- a designated safeguarding lead (DSL) or deputy DSL will always be available
- no unsuitable people will be allowed to gain access to children
- children should continue to be protected when they are online.

Current school position

School is now open in full but needs to be ready to respond to the changing state of the local and national Covid picture. Teaching is currently face-to-face but we will respond to further lockdown or school closure as and when needed.

Safeguarding partners' advice

We continue to work closely with our three safeguarding partners, and we will ensure this annex is consistent with their advice. This will include expectations for supporting children with education, health and care (EHC) plans, the local authority designated officer and local authority children's social care, reporting mechanisms, referral thresholds and children in need. The current advice is below.

Roles and responsibilities

The roles and responsibilities for safeguarding in our school remain in line with our Child Protection Policy.

When possible, our DSL or deputy DSL will be available on site during the school day. Where this is not possible, we will have a trained DSL or deputy DSL available by phone and/or online video. Where our DSL or a deputy DSL cannot be on site, then in addition to one of the above options we will also ensure a senior leader from the school takes responsibility for co-ordinating safeguarding on site

Increased vulnerability or risk

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff will be aware of this in setting expectations of pupils' work whether at home or at school.

Our staff and volunteers will be aware of the mental health of children and their parents and carers and will contact the DSL or a deputy if they have any concerns.

Attendance

Where a child is expected but does not arrive at school, we will follow our attendance procedure and attempt to contact the family. If contact cannot be made, the DSL or a deputy DSL will be informed.

Reporting concerns about children or staff

The importance of all staff and volunteers acting immediately on any safeguarding concerns remains. Staff and volunteers will continue to follow our Child Protection procedures and advise the DSL of any concerns they have about any child, including those who are not attending school.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff or volunteers. As such, it remains extremely important that any allegations of abuse made against staff or volunteers attending our school are dealt with thoroughly and efficiently and in accordance with our policies for allegations against staff.

Staff training and induction

All of our DSL / Deputy DSLs have current up to date training, which has been carried out recently. For the duration of the COVID-19 measures, our DSL and deputy DSLs are unlikely to receive their refresher training in the unlikely event that it is required. In line with government guidance, our trained DSLs and deputy DSLs will be classed as trained even if they cannot receive this training.

All current school staff have received safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education. When new staff are recruited or volunteers join us, they will receive a safeguarding induction in accordance with our Child Protection Policy.

If staff from another setting attend the school site then, in line with government guidance, we will not undertake any additional safeguarding checks if the setting providing those staff confirm that:

- the individual has been subject to an enhanced DBS and children's barred list check and, that in the opinion of that setting, nothing resulted from those checks that provided any caused for concern
- there are no safeguarding investigations into the conduct of that individual
- the individual remains suitable to work with children.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

When recruiting new staff, we will continue to follow our Safer Recruitment policy.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

For volunteers we will continue to follow the checking and risk assessment process set out in paragraphs 167 to 172 of Keeping Children Safe in Education 2024. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to engage in regulated activity.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness.

Child on Child abuse

We recognise that children can abuse other children and our staff are clear about the school's policy and procedures regarding child on child abuse. All child on child abuse is unacceptable and will be taken seriously. We also recognise that abuse can still occur during a school closure or partial closure and between those children who do attend the school site during these measures.

Our staff will remain vigilant to the signs of child-on-child abuse and will follow the process set out in our Child Protection Policy.

Online safety

It is likely that children will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguarding and support children.

Our staff will follow the process for online safety set out in our Safeguarding Policy.

Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this annex and report that concern to the DSL or to a deputy DSL.

Supporting children not in school

Where the DSL has identified a child to be on the edge of requiring local authority children's social care support, or who would normally receive additional pastoral support in school, they will ensure that a plan is in place to support that child. Details of that plan will be recorded on our Engage system for that child. It will be reviewed regularly to ensure it remains current during these measures.



SPRATTON HALL

CHILD PROTECTION/SAFEGUARDING/PASTORAL CARE CONCERNS FORM

To Mrs Charlie Benn/Mr Simon Clarke/Mrs Fiona Sanchez/ Mr James Coley

(Please highlight the appropriate Designated Person)

Child's First Name	
Surname	
Form	
Concern or incident, remember it is important to listen and take into account the child's feelings and wishes. (If you need more space please turn over).	
Where it took place:	
When it took place, time and date:	
Who saw and reported it:	
Opinion about concern or incident:	
Who else informed:	



SPRATTON HALL

Policy and Procedures on Safeguarding / Child Protection

<p>This Policy is reviewed annually by the Governing Body and was last reviewed September 2019</p> <p>Date implemented</p> <p>Next Review Date October 2024</p>	
<p>Chairman of Governors</p>	<p>Name: Mr Tim Blades</p>
	<p>Signature:</p>
	<p>Date:</p>
<p>Head Master</p>	<p>Name: Mr Simon Clarke</p>
	<p>Signature:</p>
	<p>Date:</p>
<p>Governor with Responsibility for Safeguarding & Child Protection</p>	<p>Name: Mrs Pamela Long</p>
	<p>Signature:</p>
	<p>Date:</p>
<p>Designated Safeguarding Lead</p>	<p>Name: Mrs Charlie Benn</p>
	<p>Signature:</p>
	<p>Date:</p>