

SAFEGUARDING & CHILD PROTECTION POLICY AND PROCEDURES

New Hall School are committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and other third parties to share this commitment.'

The safety of our students is our number one priority. Any concerns or signs of abuse or neglect must be immediately reported in accordance with this policy.

Contents

Cover Sheet	Safeguarding Contacts
1	Introduction
2	Statutory Framework
3	Roles and responsibilities
4	Types of abuse / specific safeguarding issues
5	Procedures
6	Training
7	Professional confidentiality
8	Records and information sharing
9	Interagency working
10	Allegations about members of the workforce
11	Promoting positive mental health and resilience in School
12	Use of reasonable force
13	Whistleblowing
Appendix A	Children and Families Hub Partner Access Map
Appendix B	Essex Windscreen of Need and levels of intervention
Appendix C	Designated Safeguarding Lead Job Description
Appendix D	Whistleblowing Policy
Appendix E	Dealing with allegations against teachers, the Principal, Governors, volunteers and other staff
Appendix F	Whole School Safeguarding & Child Protection Policy During School Closure

Safeguarding contacts	
	Suzanna Minnis, Head of Girls' and Boys' Divisions (Lead DSL) Chair of Safeguarding & Child Protection Committee s.minnis@newhallschool.co.uk 01245 467 588 ext 450
Designated Safeguarding Leads Senior Division (DSL)	James Alderson, Head of Sixth Form j.alderson@newhallschool.co.uk 01245 467 588 ext 279 Julius Sidwell, Vice Principal (Boarding & Operations) j.sidwell@newhallschool.co.uk 01245 467 588 ext 491
Deputy Designated Safeguarding Leads Senior Division (Deputy DSL)	Gavin Bickersteth, Head of Middle School (Boys' Division) 01245 467 588 ext 493 Peter Kiddell, Head of Year 12/13 01245 467 588 ext 481
Designated Safeguarding Lead Preparatory Division (DSL)	Simon Trowell, Head of Preparatory Divisions; s.trowell@newhallschool.co.uk 01245 467 588 ext 264
Designated Safeguarding Lead Pre-Preparatory Division (DSL)	Robin Field; r.field@newhallSchool.co.uk 01245 467 588 ext 414
Deputy Designated Safeguarding Lead Pre-Preparatory and Preparatory Divisions (Deputy DSL)	Alison Hilder, Director of Learning and Teaching; a.hilder@newhallschool.co.uk 01245 467 588 ext 312
Deputy Designated Safeguarding Lead Preparatory Division (Deputy DSL)	Josie Blom, Head of Years 3&4 j.blom@newhallschool.co.uk 01245 467 588 ext 375
Deputy Designated Safeguarding Lead Preparatory Division (Deputy DSL)	Amelia Allen, Head of Years 5&6 a.allen@newhallschool.co.uk 01245 467 588 ext 312
Designated Safeguarding Lead Nursery Division (DSL) & Lead Practitioner for Safeguarding EYFS	Lynne Baines, Nursery Manager; l.baines@newhallschool.co.uk 01245 467 588 ext 142
Deputy Designated Safeguarding Lead Nursery Division (Deputy DSL)	Fionnuala Crowe, Deputy Nursery Manager; f.crowe@newhallschool.co.uk 01245 467 588 ext 142

Principal	Katherine Jeffrey, Principal 01245 467 588 ext 413	
Safeguarding link Governor	Pauline Wilson, Governor; safeguarding@newhallschool.co.uk	
Local Authority (LA) contact		
Our School follows the safeguarding protocols and procedures of our geographical local authority	Essex County Council Essex Safeguarding Children Board: www.escb.co.uk	
The Local Authority Designated Officer (LADO)	03330 139 797 Out of Hours Social Care 0845 606 1212	
Local authority children's social care referral team	0845 6037 634	
Local authority out of hours contact number	0845 6061 212	
Local Police Emergency	999	
Local Police non-emergency	101 or 01245 491491	
Essex Police Prevent Team	DC Rachael Harris Email: prevent@essex.pnn.police.uk Tel: 01245 452 196	
Channel Panel Administrator	Sophie Scollen Email: Sophie.scollen@essex.gov.uk	
Prevent Champion South	Seriol Jones Email: seriol.jones@essex.gov.uk	
Location of local authority safeguarding and child protection documents in School		
Local authority documents and related guidance can be found:	MyConcern, K-Drive.	
National contacts;		
NSPCC Whistleblowing Help Line	Tel: 0800 028 0285 Email: help@nspcc.org.uk	
Non-emergency DfE Prevent advice	020 7340 7264 counter-extremism@education.gsi.gov.uk	
Child Line	Tel: 0800 11 11	
National Children's Commissioner	Tel: 0800 528 0731	

1. Introduction

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

(Keeping Children Safe in Education – DfE, 2020)

This Safeguarding and Child Protection policy is for all staff, parents, governors, volunteers and the wider School community. It forms part of the safeguarding arrangements for our School and should be read in conjunction with the following:

- Keeping Children Safe in Education (DfE, 2020)
- the School Behaviour policy;
- the School Staff Code of Conduct;
- the safeguarding response to children missing from education
- the role of the Designated Safeguarding Lead (Annex B of KCSIE)

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in Keeping Children Safe in Education as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring 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

2. Statutory Framework

There is government guidance set out in **Working Together (HMG, 2018)** on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. These arrangements sit under the **Essex Safeguarding Children Board (ESCB)**. In Essex, the statutory partners are Essex County Council, Essex Police and five of the seven Clinical Commissioning Groups covering the county.

Section 157 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the School.

In Essex, all professionals must work in accordance with the **SET Procedures (ESCB, 2019)**. Our school also works in accordance with the following legislation and guidance (*this is not an exhaustive list*):

This policy has been prepared in accordance with the following legislation and guidance (this is not an exhaustive list):

Keeping Children Safe in Education (DfE, 2020)

Working Together (HMG, 2018)

Education Act (2002)

Effective Support for Children and Families in Essex (ESCB, 2017)

Counter-Terrorism and Security Act (HMG, 2015)

Serious Crime Act 2015 (Home Office, 2015)

Children and Social Work Act (2017)

Children Missing Education - statutory guidance for local authorities (DfE, 2016)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

Information sharing advice for safeguarding practitioners (HMG, 2018)

Data Protection Act (2018)

What to do if you're worried a child is being abused (HMG, 2015)

Searching, screening and confiscation (DfE, 2018)

Children Act (1989)

Children Act (2004)

Preventing and Tackling Bullying (DfE, 2017)

Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018)

Promoting positive emotional well-being and reducing the risk of suicide (ESCB, 2018)

Preventing youth violence and gang involvement (Home Office, 2015)

Criminal Exploitation of children and vulnerable adult - county lines guidance (Home Office, 2018)

Teaching on-line safety in schools (DfE, 2019)

Education Access Team CME / Home Education policy and practice (ECC, 2018)

Understanding and Supporting Behaviour - safe practice for schools and educational settings (ESCB 2020)

This policy is available to parents on request and is published on the School website. This policy can be made available in large print or other accessible format if required. It is a whole-School policy and applies wherever staff or volunteers are working with students even where this is away from the School, for example on an educational visit.

The School's safeguarding arrangements are inspected by ISI under the judgements for leadership & management and also impact the judgement on the personal development, behaviour and welfare of students.

All staff are required to read it and confirm they have done so in writing before commencing work in School.

3. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within Schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our School with these specific responsibilities (the Designated Safeguarding Lead and deputy Designated Safeguarding Lead) are shown in the Safeguarding Contacts section of this document.

3.1 The Governing Body

- The Governing Body ensures that the policies, procedures and training in our School are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place, that the child protection policy reflects statutory and local guidance and is reviewed at least annually.
- The governor for safeguarding arrangements is named in the Safeguarding Contacts Section of this document. This governor takes leadership responsibility for safeguarding arrangements in our School. The governing body ensures there is a named Designated Safeguarding Lead and at least one deputy safeguarding lead in place.
- The Governing Body ensures the School contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.
- The Governing Body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.
- The Governing Body ensures our pupils are taught how to keep themselves safe (including online safety) through teaching and learning opportunities as part of a broad and balanced curriculum (please refer to the School's Acceptable Use of Technology Policy for Students and EYFS Mobile Phone and Camera Policy). From September 2020, our School will work in accordance with new government regulations which make the subjects of Relationships Education (for primary age pupils) and Relationships and Sex Education (for secondary age pupils) mandatory.
- The Governing Body and School Leadership Team are responsible for ensuring the School follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the School's Appointment of Staff Policy including Safer Recruitment for further information). It ensures that volunteers are appropriately supervised in School.

3.2 The Principal

The Principal will ensure that:

- staff are aware of their responsibility to provide a safe environment in which children can learn
- all safeguarding policies and procedures adopted by the governing body are followed by all staff.

- staff are fully aware of the School safeguarding and child protection policies and systems (including the School's policies on Safeguarding and Child Protection, Code of Conduct, Appointment of Staff, and Whistleblowing Policy) and that these policies and systems are fully implemented
- all staff have a good understanding of their role in the identification and referral of safeguarding concerns and to work with other services as needed
- the Designated Safeguarding Lead (DSL) is given sufficient time and resources to carry out their responsibilities
- there is always cover provided on site for the DSL role in our School, in the form of a deputy Designated Safeguarding Lead (DDSL)
- staff are released to attend child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning students at the School
- safer recruitment practice is followed whenever recruiting to posts or welcoming volunteers
- the School offers a safe environment for staff, students, parents or carers, visitors or volunteers or students to raise concerns about poor or unsafe practice
- appropriate action is taken whenever an allegation is made against a member of staff; and Safeguarding issues are referred in line with local authority guidance and protocols

3.3 Designated Safeguarding Lead (and Deputy DSLs)

- The Designated Safeguarding Lead in our School has ultimate lead responsibility for safeguarding and child protection. Their role includes managing child protection referrals, working with other agencies, ensuring all staff are appropriately trained and raising awareness of all safeguarding and child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Children and Families Hub) are made in accordance with current SET procedures. They work with the local authority and the ESCB as required and ensure that information is shared appropriately (See Appendix C for DSL job description).
- The Deputy Designated Safeguarding Leads are trained to the same standard as the Designated Safeguarding Lead. If for any reason the Designated Safeguarding Lead is unavailable, the deputy Designated Safeguarding Leads will act in their absence.

3.4 All School staff

- Everyone in our School has a responsibility to provide a safe learning environment in which our children can learn. Any child may benefit from early help and all staff members are aware of the local early help process and our role in it. They are aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection. All staff members are aware of and follow School processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so. If staff have any concerns about a child's welfare, they must act on them immediately, report the concern, and speak with the Designated Safeguarding Lead (or Deputy) – they do not assume that others have taken action.

4. Types of Abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2020) defines abuse as the maltreatment of a child.

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

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

All staff in our School are aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware of environmental factors which may impact on a child’s welfare and safety and understand safeguarding in the wider context (contextual safeguarding). We understand that abuse, neglect and safeguarding issues are rarely ‘stand-alone’ events and that, in most cases, multiple issues will overlap.

In addition, staff are aware of other types of abuse and safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

4.1 Peer on peer abuse

Our School may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our School recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, ‘up-skirting’, ‘sexting’ or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our School understands the different gender issues that can be prevalent when dealing with peer on peer abuse. (please see the School’s Peer-on-Peer Abuse Policy and Anti-Bullying Policy).

4.2 Serious violence

All staff are aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained

gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

4.3 Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible.

Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Education Access Team, Social Care or Police). Parents are required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if we need to.

Our school must inform the local authority of any pupil who has been absent without school permission for a continuous period of 10 days or more.

4.4 Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

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

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead will lead on these issues and work with other agencies as appropriate. This [one page process map](#) sets out arrangements for CSE in Essex.

4.5 So-called 'honour-based violence' (including Female Genital Mutilation and forced marriage)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in

accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

A *forced marriage* is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

4.7 Mental health

Our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We understand that, where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Where we have concerns this may impact on mental health, we will seek advice and work with other agencies as appropriate to support a child and ensure they receive the help they need.

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school aims to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter-balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

4.8 Online safety

We recognise that our children are growing up in an increasingly complex world, living their lives on and offline. This presents many positive and exciting opportunities, but we recognise it also presents challenges and risks. Any pupil can be vulnerable online, and their vulnerability can fluctuate depending on their age, developmental stage and personal circumstance. We want to equip our pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world.

The three main areas of online risk could be categorised as:

- **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults;
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying

4.8 Child criminal exploitation

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit

children to carry drugs and money from urban areas to suburban areas and seaside towns). Our school works with key partners locally to prevent and respond to child criminal exploitation.

4.9 Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside our school. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child's life are a threat to their safety and / or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

4.10 Domestic abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our School recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

4.11 Prevention of radicalisation

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.

Our School works in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate. Where we have concerns about extremism or radicalisation, we will seek advice from appropriate agencies and, if necessary, refer to Social Care and / or the Channel Panel.

5. Children potentially at risk of greater harm

We recognise that some children may potentially be at risk of greater harm and require additional help and support. These may be children with a Child in Need or Child Protection Plan, those in Care or previously in Care or those requiring mental health support. We work with Social Care and

other appropriate agencies to ensure there is a joined-up approach to planning for these children and that they receive the right help at the right time.

Our School understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

6. Procedures

Our school works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support (through a Child in Need or a Child Protection plan).

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead (or, in their absence, the Deputy Designated Safeguarding Lead).

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2019)
- [Essex Effective Support](#)
- Keeping Children Safe in Education (DfE, 2020)
- Working Together to Safeguard Children (DfE, 2018)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the school must refer any concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be sent to the Children and Families Hub via the [Essex Effective Support](#) portal. The school may also seek advice from Social Care or another appropriate agency about a concern, if we are unsure how to respond to it. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the

Children and Families Hub and/or Essex Police for advice on when to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, all staff understand they should press for re-consideration of the case with the Designated Safeguarding Lead.

If, for any reason, the Designated Safeguarding Lead (or deputy) is not available, this will not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (and deputies) and how to share concerns with them.

6. Training

The Designated Safeguarding Lead (and Deputy DSLs) undertake Level 3 Child Protection training at least every two years. The Principal, all staff members and governors receive appropriate child protection training, which is regularly updated and in line with advice from the Essex Safeguarding Children Board (ESCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

The School ensures that the Designated Safeguarding Lead (and Deputy DSLs) also undertake training in inter-agency working and other matters as appropriate.

An important aspect of keeping children safe in School is the maintenance of a positive culture, which supports early identification of abuse and neglect. All staff members are aware of the signs so that they are able to identify cases of children who may be in need of help or protection. Staff are advised to maintain an attitude of 'it could happen here'. All staff are provided with a business card with a reminder of our safeguarding aims and the contacts of the DSL and DDSL/s for quick access. They are also provided with a quick reference 'what if' card which they should have for easy access in their office or classrooms.

7. Professional Confidentiality

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the Designated Lead (or Deputy DSLs) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

8. Records and Information Sharing

Well-kept records are essential to good child protection practice. Our School is clear about the need to record any concern held about a child or children within our School, the status of such records and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online School privacy notices accurately reflect our use of data for child protection purposes.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it on MyConcern as soon as possible, noting what was said (using the words said) or seen, giving the date, time and location. All records will be dated and signed and will include the action taken. This is then triaged by the Designated Safeguarding Lead (or Deputy DSLs), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept on MyConcern (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another School / educational setting.

In line with statutory guidance, where a pupil transfers from our School to another School/educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving School's Designated Safeguarding Lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new School and then destroy any copies held in our School. Where appropriate, the Designated Safeguarding Lead may also make contact with the new educational setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.

Where a student joins our School, we will request child protection records from the previous educational establishment (if none are received).

9. Interagency Working

It is the responsibility of the Designated Safeguarding Lead to ensure that the School is represented at, and that a report is submitted to, any child protection conference called for children on the School roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s)/carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the School has and be prepared to contribute to the discussions.

If a child is subject to a Child Protection or a Child in Need plan, the Designated Safeguarding Lead will ensure the child is monitored regarding their School attendance, emotional well-being, academic progress, welfare and presentation. If the School is part of the core group, the Designated Safeguarding Lead will ensure the School is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

10. Allegations about members of the workforce

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct. The School works in accordance with statutory guidance and the SET procedures (ESCB, 2019) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

The School has processes in place for reporting any concerns about a member of staff (or any adult working with children). Staff should refer to the School's Whistleblowing policy to report any perceived failing with regard to safeguarding practice either in individual cases or concerning more general circumstances (See Appendix D). Any concerns about the conduct of a member of staff will be referred to the Principal (or the Deputy Principal in their absence). This role is distinct from the Designated Safeguarding Lead as the named person should have sufficient status and authority in the School to manage employment procedures. Staffing matters are confidential and the School operates within statutory guidance around Data Protection. Where appropriate, the Principal (or Deputy Principal) will notify the Chair of Governors. In the case of EYFS, OFSTED will be notified as soon as possible but within 14 days for the following:

- any allegation of serious harm or abuse by any person living, working or looking after children on the premises
- an event likely to affect the stability of an individual or affect the smooth running of setting
- the death of a child or serious accident
- injury or illness (including food poisoning)

Where the concern involves the Principal, it should be reported direct to the Chair of Governors.

SET procedures (ESCB, 2019) require that, where an allegation against a member of staff is received, the Principal, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children’s Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The School does not carry out any investigation before speaking to the LADO.

Staffing matters are confidential and the school operates within a statutory framework around Data Protection.

The School also has a legal duty to make a referral to the DBS in circumstances where an individual has applied for a position at the School despite being barred from working with children; or has been removed by the School from working in regulated activity (whether paid or unpaid), or has resigned prior to being removed, because they have harmed, or pose a risk of harm to, a child.

If the individual referred to the DBS is a teacher, the School may also decide to make a referral to the Teachers Regulation Agency (TRA).

HR staff will be trained in procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS and consider a referral to the Teachers Regulation Agency (TRA) if a person has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned or otherwise left the School.

Please refer to the *Appointment of Staff Policy including Safer Recruitment of Ex-Offenders* for further details and Appendix E for the procedure for dealing with allegations against staff and volunteers.

11. Promoting positive mental health and resilience in School

Positive mental health is the concern of the whole community and we recognise that Schools play a key part in this. Our School aims to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone’s vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual’s life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with School, so appropriate support and interventions can be identified and implemented.

12. Use of reasonable force

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our School works in accordance with statutory and local guidance on the use of reasonable force (*see section 2*) and recognises that where intervention is required, it should always be considered in a safeguarding context.

13. Whistleblowing

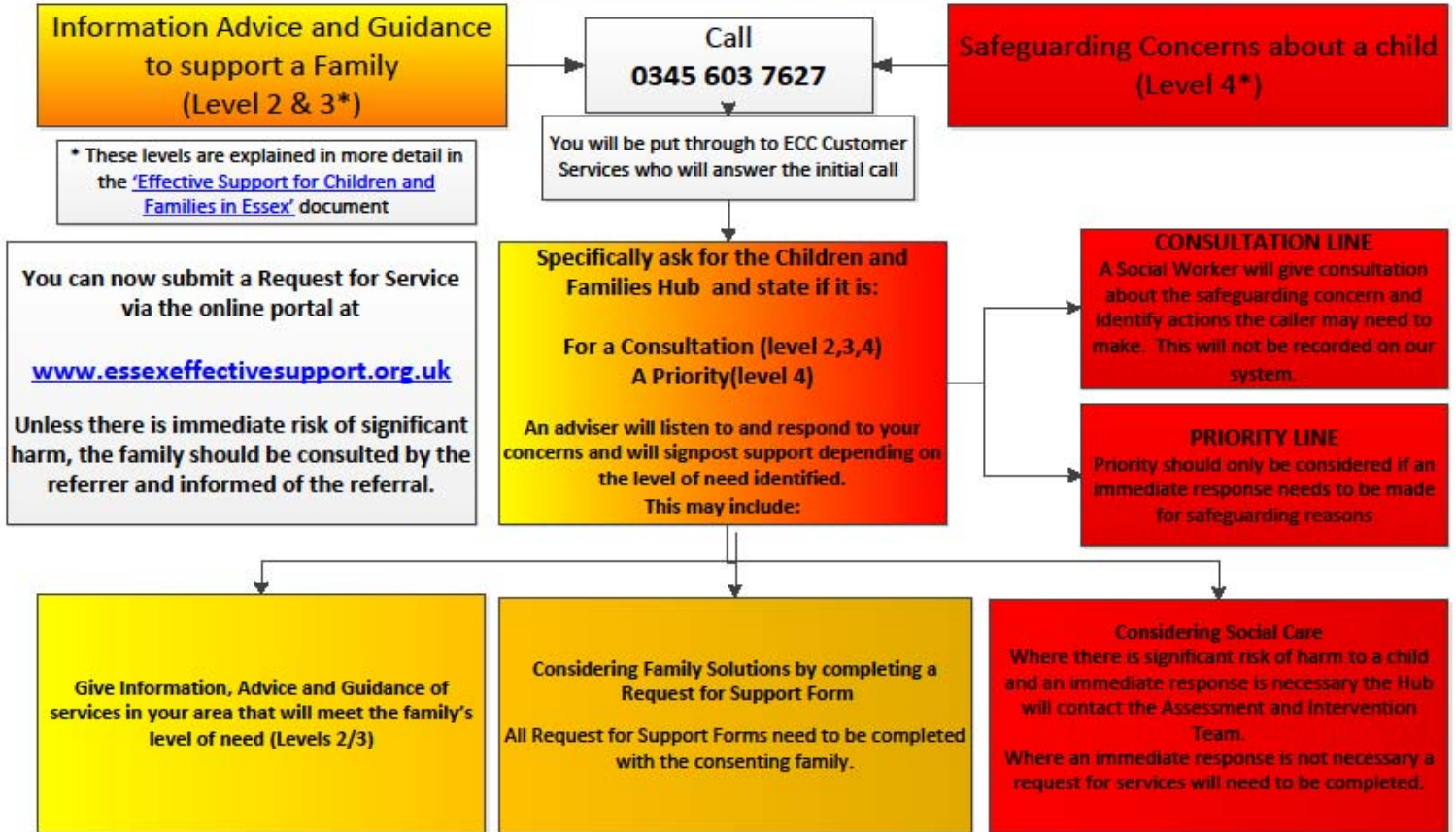
All members of staff and the wider school community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the school leadership team. We have 'whistleblowing' procedures in place and these are available in the school Whistleblowing Policy. However, for any member of staff who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the [NSPCC whistleblowing helpline](#) on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or by email at: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

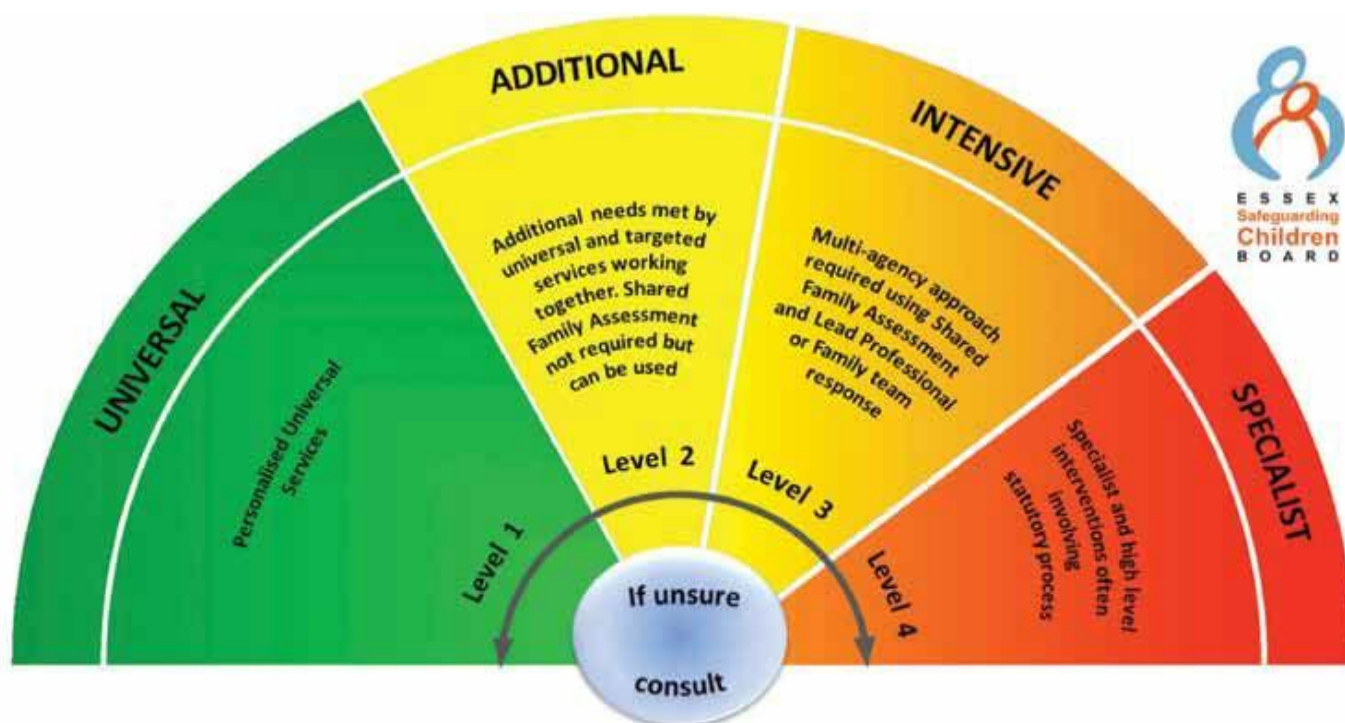
APPENDIX A : Children and Families Hub flow chart

Children and Families Hub Partner Access Map

(Mon-Thurs 8.45-5.30pm Fri 8.45-4.30pm) Out of Hours Tel no: 0345 606 1212



Appendix B: Essex Windscreen of Need and levels of intervention



All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs

Children with **Additional** needs are best supported by those who already work with them, such as Family Hubs or Schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.

For children whose needs are **Intensive**, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children's mental health services and Family Solutions.

Specialist services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children's Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services.

Appendix C: Designated Safeguarding Lead Job Description

New Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Designated Safeguarding Lead along with the Deputy Safeguarding Lead is responsible for ensuring the safety of all children and young people within the School. A summary of their responsibilities are listed below:

- To take lead responsibility for all child protection matters arising at the School and to support all other staff in dealing with any child protection concerns that arise
- To have the status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children
- To promote and safeguard the welfare of children and young persons for who you are responsible and with whom you come into contact
- The DSL has responsibility for the Online Safety, the DLS can delegate this responsibility but must have an oversight

Key Responsibilities

1. Managing referrals

- 1.1 to take lead responsibility for:
 - 1.1.1 referring all cases of suspected abuse of any pupil at the School to children's social care
 - 1.1.2 in liaison with the Principal, referring to the Local Authority Designated Officer (LADO) all child protection concerns which involve a member of staff
 - 1.1.3 in liaison with the Principal & Head of HR, making referrals to the Disclosure and Barring Service where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child
 - 1.1.4 To make referrals to the police where a crime may have been committed which involves a child
- 1.2 To liaise with the Principal in respect of police investigations or investigations under section 47 Children Act 1989 which involve the School
- 1.3 To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies

2. Raising Awareness

- 2.1 To ensure the School's Safeguarding & Child Protection Policy, and the implementation of it, is reviewed at least annually and is up to date
- 2.2 To regularly liaise with the Nominated Safeguarding Governor regarding any changes to the policy
- 2.3 To ensure the Safeguarding & Child Protection Policy is available publicly
- 2.4 To ensure all staff are familiar with, and adhere to, the Safeguarding and Child Protection Policy and the procedures outlines within it

- 2.5 To ensure the Policy is implemented and promoted
- 2.6 To ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this;
- 2.7 To maintain links with the Local Safeguarding Partners to ensure staff are aware of training opportunities and the local policies on safeguarding
- 2.8 Where children leave the School, to ensure their child protection file is transferred to the new School or college as soon as possible. This should be transferred separately from the main pupil file. The DSL is responsible for ensuring that reasonable steps are taken to effect secure transit and for obtaining confirmation of receipt from the new School or college

3. Preventing radicalisation

- 3.1 In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the DSL/DDSL has the following responsibilities:
 - 3.1.1 To act as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty
 - 3.1.2 To co-ordinate Prevent Duty procedures in the School
 - 3.1.3 To undergo appropriate training on the Prevent Duty such as the Home Office 'Workshop to Raise Awareness of Prevent' (WRAP) training
 - 3.1.4 To undergo appropriate training on the Channel programme
 - 3.1.5 To assess the training needs of all School staff in relation to the Prevent Duty and in liaison with the Head of HR, to implement and maintain an ongoing training programme for staff including induction training for all newly appointed staff and volunteers
 - 3.1.6 In liaison with the Head of HR, to maintain an ongoing training programme on the Prevent Duty for all staff including induction training for all new employees, ensuring accurate records of staff training
 - 3.1.7 To monitor the keeping, confidentiality and storage of records in relation to the Prevent Duty;
 - 3.1.8 To liaise with local Prevent co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstance relating to the Prevent Duty

4. General

- 4.1 To maintain accurate, confidential, secure and up-to-date documentation on all cases of safeguarding and child protection
- 4.2 To ensure there are policies, procedures and systems in place to promote the welfare and protection of children and young people
- 4.3 To ensure students, parents and staff know who the Designated and Deputy Designated Safeguarding Leads are and what they can do to access help
- 4.4 To receive and monitor safeguarding concerns, taking action where necessary
- 4.5 To ensure New Hall has accurate information about any child protection concerns of students joining the School

- 4.6 To liaise with the Safeguarding Governors to keep them up-to-date with the School Policy and Procedures
- 4.7 To ensure that the role is covered when on leave or absent from work, and that appropriate information is shared accordingly
- 4.8 To attend the termly Safeguarding and child protection meeting

5. Training

- 5.1 The DSL should receive appropriate child protection training every two years in order to:
 - 5.1.1 understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
 - 5.1.2 have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
 - 5.1.3 ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff
 - 5.1.4 be alert to the specific needs of children in need, those with special educational needs and young carers
 - 5.1.5 be able to keep detailed, accurate, secure written records of concerns and referrals
 - 5.1.6 obtain access to resources and attend any relevant or refresher training courses
 - 5.1.7 encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.
 - 5.1.8 To lead staff training sessions as required, including Whole School INSET and staff induction training in relation to safeguarding

All staff are responsible for promoting and safeguarding the welfare of students at New Hall School by ensuring compliance with the School's Safeguarding and Child Protection Policy at all times. It is a requirement of all staff to report any actual or potential risks to the safety or welfare of students to the Designated Safeguarding Lead.

This document summarises the main responsibilities of the post. All staff are required to undertake whatever else may reasonably be requested by the Principal in support of the Aims of the School. Job Descriptions are subject to annual review.

Appendix D: Whistleblowing Policy

- 1 Wrongdoing at work:** This procedure is designed to deal with disclosure of information by an employee which relates to some danger, bribery, corruption, fraud or other unlawful or unethical conduct in the workplace. Employment legislation governs the making of disclosures concerning workplace activities and is intended to protect employees who blow the whistle on bad practice from being subjected to any detriment or from being unfairly dismissed as a result. This procedure is available to all employees who discover something they feel that they should pass on in the interests of the public. All types of wrongdoing are included whether they are acts committed by fellow employees, faults in School procedures or oversights which should be rectified. The procedure should be used even in the event that the act or omission causing you concern has finished or has not yet started.
- 2 Safeguarding:** Nothing within this policy is intended to prevent staff from complying with their statutory obligations in accordance with *Keeping Children Safe in Education* (DfE, September 2020). In particular:

 - 2.1 Safeguarding & Child Protection Policy:** You should raise any initial safeguarding concerns about a child with the Designated Safeguarding Lead in accordance with the School's Safeguarding and Child Protection Policy and Procedures.
 - 2.2 Safeguarding - member of staff:** In accordance with the procedures in the Safeguarding and Child Protection Policy, you should raise any concerns about another staff member with the Principal. If the concern is about the Principal, the Chair of Governors should be notified (without first notifying the Principal).
 - 2.3 Whistleblowing Policy:** You should follow this procedure to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or staff to properly safeguard the welfare of pupils if you are concerned that the School's Safeguarding and Child Protection Policy and Procedures are not being followed correctly.
 - 2.4 Children's Social Care:** In exceptional circumstances, or if at any point there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care immediately.
- 3 Exit Survey:** All staff are trained so that they understand they are expected and encouraged to raise concerns they have, whether related to the safeguarding and welfare of pupils, the conduct of staff or other matters, during the course of their employment in accordance with this policy. Safeguarding children is at the centre of the School's culture and is considered formally during staff performance development reviews and appraisal and finally in exit surveys which are sent to all leavers. Staff who raise concerns about working practices at the School to the Designated Safeguarding Lead or an appropriate senior member of staff will be protected from detriment under this policy.
- 4 Grievances:** This procedure should not however be used where you have a complaint relating to your personal circumstances in the workplace. The Grievance Procedure contained in the Employment Manual should be used in such cases.

- 5 **Detriment:** Provided that this procedure is used appropriately and correctly and you make the disclosure in good faith you will not suffer any detriment as a result of reporting the wrongdoing. A failure to follow this procedure may however make the disclosure unreasonable and the protection given to you by this procedure may be lost.

Stage one

- 6 **Procedure:** You should disclose the suspected wrongdoing first to your Line Manager. In the event that your Line Manager is involved in the suspected wrongdoing, you shall be entitled to proceed directly to Stage Two of this procedure.
- 7 **Response:** You can expect a response detailing to whom the disclosure has been notified or any action taken within seven days of your Line Manager becoming aware of the disclosure.

Stage two

- 8 **Procedure:** If no response is forthcoming after seven days or if your Line Manager is involved in the suspected wrongdoing you shall be entitled to notify the Principal or Head of HR, as appropriate.
- 9 **Response:** You can expect a response detailing any action taken within seven days of the Principal/ HR Manager becoming aware of the disclosure.

Stage three

- 10 **Procedure:** If no such response is forthcoming, or if the Principal is involved in the suspected wrongdoing you, should inform the Chair of Governors of the disclosure.

Stage four

- 11 **Outside body:** If you do not receive a response within seven days you shall be entitled to notify a relevant and appropriate body outside the School which may include:
- 11.1 the Local Authority Designated Officer
 - 11.2 Children's Social Care
 - 11.3 the NSPCC Whistleblowing helpline
 - 11.4 the Health and Safety Executive
 - 11.5 the Environment Agency
 - 11.6 the Information Commissioner
 - 11.7 the Department for Education (DfE)
 - 11.8 the Department for Business, Enterprise and Regulatory Reform
 - 11.9 the Police
 - 11.10 the Charity Commission
 - 11.11 the Independent Schools Inspectorate (ISI)
 - 11.12 the Office for Standards in Education, Children's Services and Skills (Ofsted).
- 12 **NSPCC: The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8am-8pm Monday-Friday) or email help@nspcc.org.uk.**

- 13 Bypassing the procedure:** In extreme circumstances you will have the right to raise your concern directly with a relevant and appropriate outside body without first having followed the stages above. This may however cause damage to the School and its reputation as well as constitute a breach of your own duty of confidentiality towards the School and this action should only be taken in extreme circumstances and after careful thought.
- 14 Extreme circumstances:** The School will consider whether extreme circumstances exist where you have a reasonable belief that: the School will subject you to detriment if you inform your Line Manager in accordance with Stage one above or if you inform the Principal/Head of HR in accordance with Stage two or you inform the Chair of Governors in accordance with Stage three; a cover-up is being mounted by the School; or a disclosure made previously to your Line Manager or the Principal/ Head of HR or the Chair of Governors in accordance with the stages above has not prompted a satisfactory response.
- 15 The media:** Even where extreme circumstances are thought to exist, you should under no circumstances approach a commercial body or the media with details of the suspected wrongdoing. If you approach any such body and / or where your concern is disclosed for personal gain, the School may consider this to be gross misconduct and immediate disciplinary action may be taken against you.
- 16 Queries:** If you have any queries about this procedure, you should contact the Principal/ Head of HR.

Appendix E: Dealing with allegations against teachers, the Principal, Governors, volunteers and other staff

1 The School's Procedures

The School's procedures for dealing with allegations made against staff will be used where the teacher, the Principal, Governor, volunteer or other member of staff 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 he or she work regularly or closely with children.

All such allegations must be dealt with as a priority without delay. The LADO will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria above.

Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

2 Reporting an Allegation

The reporting requirements for allegations against a teacher, the Principal, Governor, volunteer or other member of staff are set out below.

All allegations which appear to meet the above reporting criteria are to be reported straight away to the Principal (or Deputy Principal). The allegation will be discussed immediately with the LADO before further action is taken. Where appropriate, the Principal will notify the Chair of Governors.

Where an allegation or complaint is made against the Principal, the matter should be reported immediately to the Chair of Governors, without first notifying the Principal. The allegation will be discussed immediately with the LADO before further action is taken.

If it is not possible to report to the Principal, Deputy Principal or Chair of Governors in the circumstances set out above, a report should be made immediately to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Principal or, where appropriate, the Chair of Governors.

The person taking action in accordance with the procedures in this Appendix is known as the "Case Manager".

3 Disclosure of information

The Case Manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted.

The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of

the case, including the outcome of any disciplinary process as legally appropriate. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

Where the LADO advises that a strategy discussion is needed, or the police or children's social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4 Further Action to be Taken by the School

A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part four of KCSIE and the School's employment procedures.

Where a member of boarding staff is suspended pending an investigation of a child protection nature, arrangements for alternative accommodation away from children will be made for the member of staff.

5 Ceasing to Use Staff

If the School ceases to use the services of a member of staff or volunteer because the school considers them unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral to the Disclosure and Barring Service will be made promptly if the criteria for referral are met.

Separate consideration will be given as to whether a referral to the Teachers Regulation Agency should be made where a teacher has been dismissed, or would have been dismissed had s/he not resigned, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

6 Malicious Allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

Where a parent has made a deliberately invented or malicious allegation the Principal will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

7 Record Keeping

Details of allegations found to be malicious will be removed from personnel records. For all other allegations, full details will be recorded on the confidential personnel file of the person accused. Support to the member of staff may be needed and it may need to be noted that such support is required.

An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.¹

¹ In accordance with the terms of reference of the Goddard Inquiry, all Schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.

Appendix F: Whole School Safeguarding & Child Protection Policy During School Closure

Safeguarding contacts	
	<p>Suzanna Minnis, Head of Girls' and Boys' Divisions (Lead DSL) Chair of Safeguarding & Child Protection Committee s.minnis@newhallschool.co.uk 01245 467 588 ext 450</p>
Designated Safeguarding Leads Senior Division (DSL)	<p>James Alderson, Head of Sixth Form j.alderson@newhallschool.co.uk 01245 467 588 ext 279</p> <p>Julius Sidwell, Vice Principal (Boarding & Operations) j.sidwell@newhallschool.co.uk 01245 467 588 ext 491</p>
Deputy Designated Safeguarding Leads Senior Division (Deputy DSL)	<p>Gavin Bickersteth, Head of Middle School (Boys' Division) 01245 467 588 ext 493</p> <p>Peter Kiddell, Head of Year 12/13 01245 467 588 ext 481</p>
Designated Safeguarding Lead Preparatory Division (DSL)	<p>Simon Trowell, Head of Preparatory Divisions; s.trowell@newhallschool.co.uk 01245 467 588 ext 264</p>
Designated Safeguarding Lead Pre-Preparatory Division (DSL)	<p>Robin Field; r.field@newhallSchool.co.uk 01245 467 588 ext 414</p>
Deputy Designated Safeguarding Lead Pre-Preparatory and Preparatory Divisions (Deputy DSL)	<p>Alison Hilder, Director of Learning and Teaching; a.hilder@newhallschool.co.uk 01245 467 588 ext 312</p>
Deputy Designated Safeguarding Lead Preparatory Division (Deputy DSL)	<p>Josie Blom, Head of Years 3&4 j.blom@newhallschool.co.uk 01245 467 588 ext 375</p>
Deputy Designated Safeguarding Lead Preparatory Division (Deputy DSL)	<p>Amelia Allen, Head of Years 5&6 a.allen@newhallschool.co.uk 01245 467 588 ext 312</p>
Designated Safeguarding Lead Nursery Division (DSL) & Lead Practitioner for Safeguarding EYFS	<p>Lynne Baines, Nursery Manager; l.baines@newhallschool.co.uk 01245 467 588 ext 142</p>
Deputy Designated Safeguarding Lead	<p>Fionnuala Crowe, Deputy Nursery Manager; f.crowe@newhallschool.co.uk</p>

Nursery Division (Deputy DSL)	01245 467 588 ext 142
Principal	Katherine Jeffrey, Principal 01245 467 588 ext 413
Safeguarding link Governor	Pauline Wilson, Governor; safeguarding@newhallschool.co.uk

During this period of closure, if it is not possible to always have a Designated Lead (or Deputy) on school site, there will always be access to a Designated Lead or Deputy (Level 3 trained), either from our school, or another school or from the Local Authority.

Contents

1	Introduction
2	Statutory Framework
3	Safeguarding arrangements during the closure period
4	Records and information sharing
5	Interagency working
6	Staff conduct

7	Promoting positive mental health and resilience in school
8	Online safety for children away from school

1. Introduction

Schools and their staff form part of the wider safeguarding system for children and, in conjunction with other agencies, they play a vital role in safeguarding children during the current emergency arrangements. This policy is an addition to our existing Whole School Safeguarding & Child Protection Policy and has been produced to cover arrangements in place during school closure due to COVID-19.

This Whole School Safeguarding & Child Protection policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- the current Whole School Child Protection Policy
- Keeping Children Safe in Education (DfE, 2020)
- the school Behaviour policy;
- the school Staff Code of Conduct;
- the safeguarding response to children missing from education
- the role of the designated safeguarding lead (Annex B of KCSIE)

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in Keeping Children Safe in Education as:

- Protecting children from maltreatment
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

2. Current context / statutory framework

Schools have been instructed to close, although are required to offer a place to [vulnerable children](#) and children of workers critical to the COVID-19 response. [Vulnerable children](#) include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

There is an expectation that vulnerable children who have a social worker will attend provision, so long as they do not have underlying health conditions that put them at severe risk. In circumstances where a parent does not want their child to attend, and their child is considered vulnerable, we will explore (with the social worker) the reasons for this and to agree an appropriate plan for that child.

We obviously want to support all our children during this time and will consider making a place available to other children with vulnerabilities, although this will be in discussion with other professionals involved and based on a risk assessment process.

3. Safeguarding procedures during the closure period

Clearly, we are working very differently during this period of closure. However, the principles within our existing Whole School Safeguarding & Child Protection Policy still apply, as does the duty on all staff to safeguard children.

We have assessed the needs of all our pupils and put in place plans to support them and their families during this period of closure. These plans include the provision of Remote Learning and arrangements to support pupils with their safety and wellbeing. These plans may include actions and interventions from other agencies, as we continue to work with partners to provide an appropriate level of support.

For vulnerable children (including those with a Child Protection or Child in Need Plan), existing plans will be reviewed in conjunction with other relevant agencies and updated to ensure they reflect the current situation and meet need. Children with an Education Health and Care Plan (EHCP) will be assessed in consultation with the local authority, other involved agencies and parents.

As always, all staff members have a duty to identify and respond to suspected/actual abuse or disclosures of abuse. Any member of staff who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead (or Deputy DSLs) using the MyConcern system as appropriate.

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2019)
- [Essex Effective Support](#)
- Keeping Children Safe in Education (DfE, 2020)
- Working Together to Safeguard Children (DfE, 2018)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be sent to the Children and Families Hub via the [Essex Effective Support](#) portal. The school may also seek advice from Social Care or another appropriate agency about a concern, if we are unsure how to respond to it. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents/carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Children and Families Hub and/or Essex Police for advice on when to share information with parents/carers.

4. Records and information sharing

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it on MyConcern as soon as possible, noting what was said or seen, giving the date, time and location. All records will be dated and signed and will include the action taken. This is then triaged by the Designated Safeguarding Lead (or Deputy DSLs) who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept on MyConcern (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

During this period, there may be occasions where we have children from another school attending our site, or where our pupils may have to attend another school. In these circumstances, relevant information will be shared between schools to ensure there is knowledge and an understanding of any safeguarding issues so that appropriate measures can be put in place to keep children safe. Information will be shared with relevant staff on a 'need to know' basis.

5. Interagency working

It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at, and that a report is submitted to, any statutory meeting called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s)/carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions. During this closure period, there are temporary arrangements in place and meetings will take place virtually (online).

6. Staff conduct

All staff members are made aware of the boundaries of appropriate behaviour and conduct and the principles in our Staff Code of Conduct still apply during this emergency period. We have adapted our policies to reflect the current arrangements to ensure they cover online / remote learning. The usual processes for reporting concerns about a member of staff apply.

7. Mental health and wellbeing

The mental health and wellbeing of all our pupils is always a priority and it is recognised that, without the protective factor of attending school, some of our children may be more vulnerable. Understandably, this is a worrying and challenging time for everyone, and we understand that families may be placed under considerable additional pressures, potentially coping with issues such as increased anxiety, financial difficulties, caring for children at home fulltime and illness or bereavement.

We want to continue to do all we can to support our pupils and it is vital, therefore, that we work in partnership with parents / carers to do so. Parents / carers should share any concerns about the wellbeing of their child with school, so appropriate support and interventions can be identified and implemented.

8. Online safety (for children away from school)

We recognise that the majority of children will not be physically attending school and that it is likely they will be spending longer periods of time online, which may increase their vulnerability. The breadth of issues within online safety is considerable. It can be categorised into three main areas of risk:

- **Content** - exposure to illegal, inappropriate or harmful material. For example, pornography, fake news, racist or radical and extremist views;
- **Contact** - subjection to harmful online interaction with other users. For example, commercial advertising and adults posing as children or young adults;
- **Conduct** - personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images, or online bullying.

It is important for parents to be vigilant about their child's online activity and to inform the school of any concerns they may have about their child in this respect. We have provided parents with information on how to keep their children safe online and resources to support them do this via Firefly. Particularly useful websites are:

- [CEOP](#) (Child Exploitation and Online Protection)
- [Childnet](#)
- [Internet Matters](#)
- [Net Aware](#)
- [NSPCC](#)
- [Parent Info](#)

- [Safer Internet](#)

Staff are aware that children are vulnerable to being bullied or groomed for abuse or radicalisation online. Staff will be vigilant to any signs that that this may be occurring and report any concerns in the usual way.