

CHILD PROTECTION (SAFEGUARDING CHILDREN) POLICY

This policy applies to the whole school including EYFS and is publicly available on the school website. Upon request a copy may be obtained from the school office, which can be made available in an accessible format if required.

Document Details

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Signed: Mrs A.R. Burton, Headmistress and Proprietor

Date: September 2023

This policy was last reviewed by the Proprietor of the school in September 2023 and will next be reviewed no later than September 2024, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require. This policy has been produced in line with the following statutory guidance:

- *Keeping Children Safe in Education*, September 2023 (hereafter referred to as KCSiE);
- *Working Together to Safeguard Children*, September 2018 (WTTSC);
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, September 2021;
- *Prevent Duty Guidance: for England and Wales*, April 2021.

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Key Internal Contact Details

Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school inclusive of EYFS

Miss Louise Burton (Deputy Head and Head of EYFS)

Direct Line: 01582 882054

Mobile: 07795 441584

Email: l.burton@orchardschool.org.uk

Email:

Deputy DSL and Prevent Officer for the whole school and with specific responsibility for the

The Proprietor for Safeguarding and Prevent Duties who liaises with local statutory children's agencies as appropriate

Mrs Anne Burton (Headmistress)

Email: anneburton@orchardschool.org.uk

Nominated External Advisor for Safeguarding

Mr Martin Ayres

Mobile: 07444 771379

Email: m.ayres7677@btinternet.com

During term time, the DSL (or Deputy DSL) will always be available in school hours for staff to discuss any safeguarding concerns. In the event that neither is available, the Headmistress (who is fully DSL trained) will provide safeguarding support. Adequate and appropriate DSL/DDSL cover arrangements are provided during school holidays and out of hours activities.

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Key External Contact Details

External responsibilities and therefore details of any external personnel named below may be subject to change without notification to the school.

KCSiE makes it clear that anybody can make a direct referral to Children's Services, including to the Designated Officer for Allegations (LADO). If a child's situation does not appear to be improving, the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point.

Central Bedfordshire Access and Referral Hub

The contact details for the Children's Services Team are as follows:

Telephone: 0300 300 8585

Out of hours: 0300 300 8123

Email: cs.accessandreferral@centralbedfordshire.gov.uk

An online form for referring to Children's Services can be found on the following webpage:

https://www.centralbedfordshire.gov.uk/info/11/children_and_young_people/112/child_protection_-_safeguarding_children_and_young_people

Local Area Designated Officer for Allegations (LADO)

The contact details for the LADO are as follows:

Telephone: 0300 300 8142

Email: lado@centralbedfordshire.gov.uk

See Appendix 3 for the role and responsibilities of the LADO.

NSPCC Helplines

The NSPCC has dedicated helplines to discuss any concerns or get advice and support. You can also contact their helpline if you're worried a child is being radicalised, is involved in or at risk from gangs or any other child safety concern.

Telephone: 0808 800 5000

Email: help@nspcc.org.uk

Their Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.

Call 0800 028 0285, or email help@nspcc.org.uk to find out more about the Whistleblowing Advice Line.

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Policy Objectives

Orchard School is a co-educational day school for children between the ages of 0 and 9 years. We take seriously our responsibility under Section 157 of the Education Act 2002 to:

- Safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering, or are likely to suffer, significant harm or are in need of additional support in order to promote their welfare. All staff, including volunteers, are regularly reminded that 'safeguarding is everyone's responsibility' and have a responsibility to provide a safe environment in which children can learn.
- Ensure that the school operates within current statutory guidance Keeping Children Safe in Education (2023) and 'Working Together to Safeguard Children' (2018) and that practice accords fully with the requirements of regulations set out in the 'Independent School Standards' (2019) and the 'Statutory Framework for the Early Years Foundation Stage' (2023).
- Provide training, support and supervision to staff and volunteers to ensure they understand their duties with regard to the protection of children at the school and their respective roles in actively promoting their wellbeing. For purposes of this policy pupil wellbeing is as set out in the Children Act 2004 (10(2):
 - Physical and mental health and general emotional well-being;
 - Protection from harm and neglect;
 - Education, training and recreation;
 - Contribution to society;
 - Social and economic wellbeing.
- Ensure that school policies are not only fully compliant with statutory guidance and regulation but also are sufficiently well tailored to the individual needs of children at the school. In this regard the school has mapped key policies to ensure that there is alignment of core issues and replication/duplication is appropriately reduced.
- Provide effective management oversight with regard to the full application of this policy in day-to-day practice, incorporating systems and processes for monitoring and recording activity and compliance. The objective is to ensure there is an embedded culture across the whole school where any form of child abuse or neglect is not tolerated and there is good understanding that abuse can occur at any time.

Effective child protection and safeguarding provides a golden thread that runs throughout every aspect of school life.

Our approach at Orchard School is child-centred and at all times, we will act in the paramount interests of the child. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All employees and volunteers are required to sign that they have read, understood and will abide with our 'Child Protection Policy', KCSiE 'Part One' and/or 'KCSiE Annex A' as appropriate to their role and contact with children. This policy is regarded as being overarching and contents are explicitly linked to other school policies. Key policies include:

Behaviour Management;
Anti-Bullying;
Health & Safety;
Low-Level Concerns;
Fire Safety, Procedures & Risk Assessment;
First Aid;
Risk Assessment Policy;
Safer Recruitment;

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Children Missing Education;
Whistleblowing;
Low level concerns policy;
IT acceptable use;
Staff Code of Conduct;
Relationships Education.

Principles of Practice

Prevention: At Orchard School and Nursery we will safeguard children whether they are at risk of abuse or neglect, or are in need of additional help and support (early help). Our safer recruitment procedures include checking and recording the suitability of staff and volunteers and developing procedures to deal with safeguarding issues, which may be specific to individual children in our school and local area. We work with relevant external agencies to reduce risk and promote the welfare of pupils.

Protection: Staff are trained and supported to respond appropriately and sensitively to all wellbeing concerns using the procedures set out in this document. We identify and act on early signs of abuse and neglect, and monitor any concerns where situations do not improve to ensure the right help at the right time to address risks and prevent escalation. We ensure that allegations, concerns, suspicions and complaints against staff are dealt with promptly, and in accordance with statutory guidance and local guidance. We keep accurate records and share relevant information quickly in order to challenge inactivity. Additionally, we take all practical and appropriate steps to ensure that our school premises are safe and secure.

Support: We support children who may have been at risk of significant harm (which includes the way staff respond to their concerns and any work that may be required) or children who have been abused, in accordance with their agreed child protection plan. We seek to address both the mental and emotional welfare of children and families through: the provision of individual counselling; providing a positive and safe school environment; careful and vigilant teaching; accessible pastoral care; good adult role models and by promoting full co-operation with and contributions to the provision of appropriate co-ordinated support and/or early help from external agencies. Additionally, we operate robust and sensible health and safety procedures and along with clear and supportive policies on drugs, alcohol and substance misuse. We recognise that children have a right to feel secure and cannot learn effectively unless they do so. Any adult can harm a child either by direct acts or by failure to provide proper care, or both. This may be through neglect, physical, sexual abuse, neglect or a combination of such types.

Our children have the right to respect and protection from abuse, regardless of age, gender, ability, language, religion, race, nationality, sexuality, culture or disability. They have the right to feel valued and confident, knowing how to approach adults if they are in difficulty. The school has a zero-tolerance approach to bullying and raises awareness amongst staff with regard to specific safeguarding issues including, but not limited to: domestic abuse, sexual exploitation, honour-based violence and peer-on-peer abuse. Children are made aware of how to keep themselves safe from such risks in age-appropriate ways.

Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Services or the Police without notifying parents, if this is in the child's best interests and there are concerns about actual or likely significant harm. Where early help is thought to be required, the school will always liaise with parents or carers and seek their consent to the provision of agreed forms of additional help.

Our school promotes safe practice and professional conduct to safeguard children and to mitigate against the potential for misunderstandings or situations being misconstrued so teachers and other staff are not

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vulnerable to allegations. Our staff maintains an attitude of 'it could happen here' as far as safeguarding is concerned. We understand the importance of children receiving the right help at the right time to address risks and prevent issues escalating.

We seek, according to their ages and understanding, to help children to keep themselves safe from harm. Our work through PSHEE, Relationships Education and SMSC includes a focus on keeping safe and speaking out when something is wrong.

Monitoring and Review

This policy is subject to continuous monitoring, refinement and audit by Mrs Anne Burton (Headmistress), DSL Louise Burton and Deputy DSL with particular responsibility for EYFS, Miss Louise Burton. The Proprietor will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. The Proprietor recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. As such, staff have the opportunity to contribute to and shape our safeguarding arrangements and child protection policy to ensure it is suitably focused on the individual needs of all children at the school. As a proprietorial school there is no board of governors. Consequently, the school commissions an independent consultant in Child protection/safeguarding to offer advice, guidance and formal supervision of the DSL and DDSL. The consultant is a former HMI in Children's Social Care and has extensive experience in child protection in all settings. As independent adviser, the consultant will also act as 'governor' in the event of any allegations being made against the Head. Contact details are included in this policy (Key Internal Contact Details).

Any deficiencies or weaknesses recognised in arrangements, policy or procedures will be remedied immediately and without delay. All staff will be informed of the updated policy and it is made available to them in either a hard copy or electronically. Any amendments to the policy will also be included in the version on the school website.

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Procedures to be followed in the event of a disclosure

When it is felt that a child is suffering or is likely to suffer significant harm:

Create a safe environment by offering the child a private and safe place if possible. Stay calm and reassure the child, stressing that they are not to blame. Tell the child that you know how difficult it must have been to confide in you. If there is a need for medical attention, seek assistance without delay.

Listen to what the child has to say and take them seriously. Do not promise to keep it secret; be clear that you may have to pass the information on to someone who will be able to help the child. The form of words used should take full account of the child's age and level of understanding. Tell the child what will happen next after the disclosure.

Do not 'interview' the child; keep questions to a minimum. Encourage the child to use their own words and do not ask leading questions, interrupt their account or make assumptions. Do not repeat the disclosure or ask the child to repeat it, other than to clarify if needed. Do not display shock or disbelief.

Record the disclosure, immediately afterwards or as soon as reasonably possible, and always within 24 hours. When the child has finished speaking, do not leave them alone, but speak to someone who can help keep the child safe. Use the **Cause for Concern form at Appendix 6** to record:

- the details of the disclosure, including the time, date and circumstances of the disclosure and anyone else who was present;
- the nature and extent of any specific injuries;
- explanations given by the child (in their own words as far as possible) and
- the action taken, which may be used in any subsequent court proceedings.

Include the child's name, address and date of birth, along with the child's behaviour and emotional state. Sign, with time and date, all notes made and give them to the DSL, who will then follow the safeguarding procedures to refer the case to Children's Social Services. Alternatively, if an allegation has been made against a member of staff, volunteer, or the Proprietor, follow the procedures for allegations against staff members (see **Staff and Recruitment** in this policy).

Do not ask the child to repeat what they have said to the DSL; they have chosen to tell a member of staff and their account will be believed and actions taken accordingly.

The Headmistress in her liaison role will maintain contact with the senior mental health leads in the NHS and Local Authority and will seek advice and support in any matters pertaining to a child's mental wellbeing.

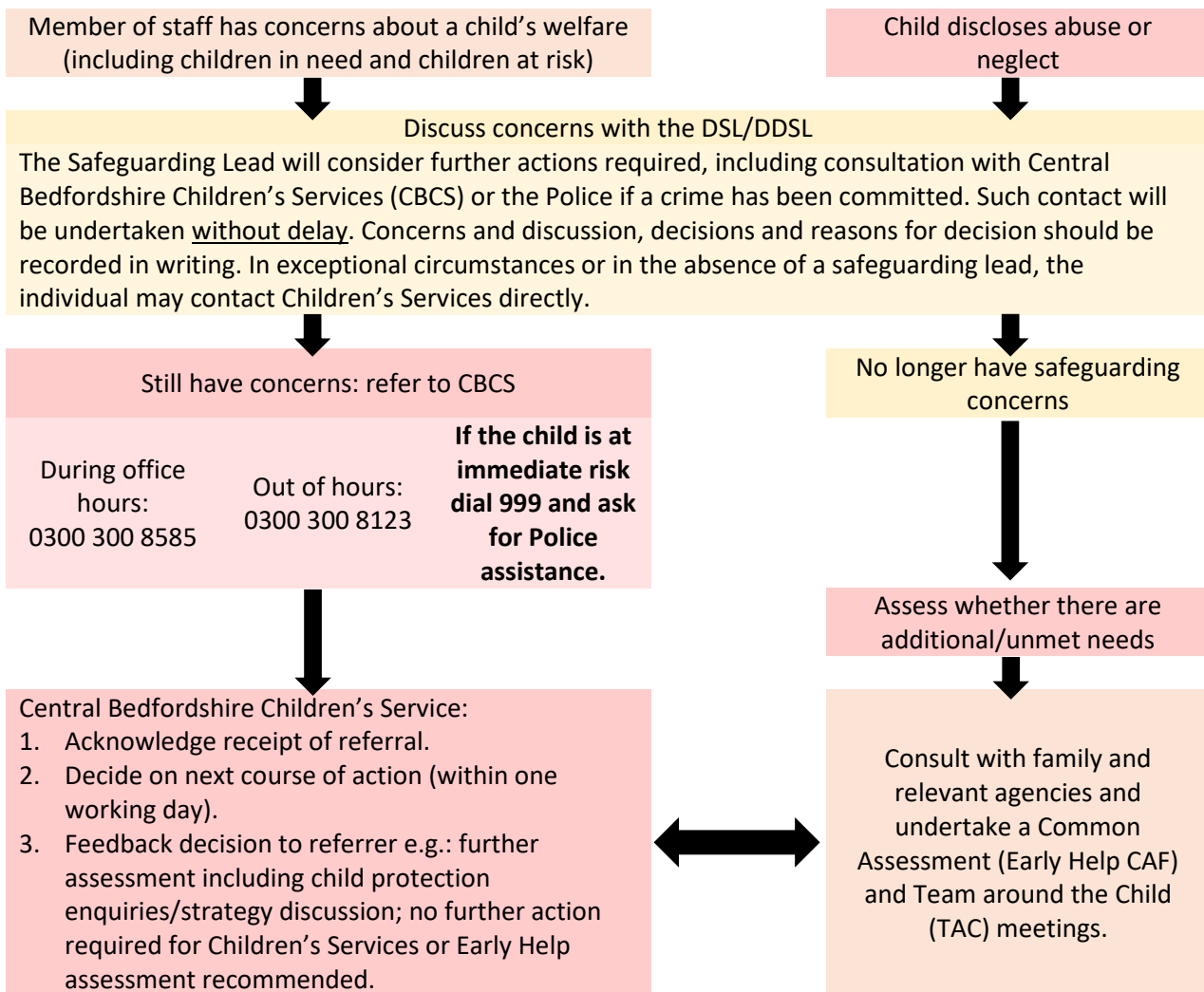
Investigation

The school is not empowered to investigate any matters associated with significant harm to children in any form. The duty to investigate lies solely with child protection agencies (Police, Children's Services of the Local Authority). Do not take any steps that could be regarded as investigation and do not attempt to contact in any way any person mentioned in the disclosure. Reassure the child that the matter will be dealt with. Immediately consult the DSL so any appropriate action can be taken to protect the pupil if necessary. Only inform necessary people; the DSL will consider the information and decide on the next steps. Until otherwise directed by the DSL, do not speak in any way about the fact or content of the disclosure. Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this policy. Where there is any suggestion of significant harm the local authority Children's Services will be contacted for advice and action. The school will comply with any advice provided at that stage.

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Never take photographs or examine injuries: this will be arranged by Children’s Services if deemed necessary. Do not assume that someone else will take action to report concerns to the DSL. Do not speculate or accuse anybody, confront another person (adult or child) allegedly involved, offer opinions or forget to record what you have been told. Never fail to pass the information on to the DSL/DDSL who will take responsibility for any further action in conjunction with relevant agencies. In accordance with Section 47 of the Children Act 1989, the Local Authority has a statutory duty to investigate if there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

Where there is room for doubt as to whether a referral should be made, the DSL may consult with Children’s Services or the LADO on a no-names basis. However, as soon as sufficient concern exists that a pupil may be at risk of significant harm, contact will be made with the Central Bedfordshire Access and Referral Hub without delay. In the case of serious harm, the police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed. Orchard School will make every effort to maintain confidentiality and guard against publicity if there are allegations against teachers up to the point where the accused person is charged with an offence. The flow-chart below illustrates the process to be followed:



Early Help and Support

Orchard School is committed to helping and supporting all children to ensure they are safe and able to benefit fully from their time at the school, including learning and personal development. In this connection, and in partnership with parents and carers the school will consider any additional needs

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children might have and will develop suitable plans to be implemented and reviewed. Where additional support is required beyond that which the school can reasonably provide and with parental consent, steps will be taken to make a referral to the Local Authority in line with Section 17 Children Act 1989. This places a duty on the Local Authority to provide relevant services to 'Children in Need'. Where staff believe a child is in need of additional help and support, discussions should commence with the DSL/DDSL in the first instance.

Our staff are, in particular, alert to the potential need for early help for a child who:

- is disabled and has specific additional needs or special educational needs;
- has some care responsibilities in their family and this presents obvious challenges for the child, such as substance abuse or adult health (and mental health) problems;
- is showing signs of engaging in anti-social behaviour or
- has returned home to their family from care and/or is showing early signs of distress.

Teaching Children How to Keep Themselves Safe

See also: SMSC/PSHEE Curriculum; Anti-Bullying Policy; **Relationships Education Policy.**

Our school ensures that pupils develop a clear understanding of risks and safeguarding issues and also what they may do to play their part in ensuring their welfare and safety and in building resilience against radicalisation and other dangers. Our programme for PSHEE supports this process as part of a broad and balanced curriculum. They will be helped in an age-appropriate way with regard to relationships education, sex education and health education, as well as online safety.

Through PSHEE and our school values, we promote positive, healthy relationships based on mutual respect. Age-appropriate anti-bullying assemblies are held in all phases of the school, each half term and include the risks of cyber bullying and on-line safety and peer on peer abuse, including how victims will be supported. The school holds an annual theme week to educate children on how to keep themselves safe online. Additionally, whenever appropriate, subjects in the curriculum and co-curriculum activities are used to reinforce messages on keeping themselves safe.

Within Spiritual, Moral, Social and Cultural (SMSC) development we actively promote British Values and create an environment in which pupils know they are listened to and valued.

Working in Partnership with Parents/Carers

Our school works in partnership with parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for children. Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any child in the School. If preferred, parents may discuss concerns in private with the child's form teacher or the Headmistress who will notify the Designated Safeguarding Lead in accordance with these procedures.

If Orchard identifies that a child is at 'risk of harm' or 'in need', a referral to Children's Services will be completed regardless of the child's or parent's wishes. We believe it is critical that our pupils have an adult whom they can trust and Orchard School ensures that there are appropriate systems so pupils know whom they can turn to and that staff will listen to them. These include: Spiritual, Moral, Social and Cultural (SMSC) Curriculum and Helplines such as NSPCC and Childline. Orchard School actively encourages a sensitive and open 'listening' environment in which staff and pupils may feel free to discuss general matters relating to safeguarding and to raise specific concerns. Members of staff should use the school's whistleblowing policy should they have any concerns about the handling of safeguarding matters either in general or in specific cases.

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Staff and Recruitment

Staff and Volunteer Training and Induction

Induction and ongoing training for all staff, temporary staff, volunteers and the Headmistress and Proprietor in line with Mid-Beds Safeguarding Partnership advice: Our arrangements for the level and focus of role-appropriate and refresher training is in accordance with Partnership criteria, as required by KCSiE. All staff are provided with copies of key documents, which they are required to understand. For staff who cannot read English, our school takes steps to ensure they understand key information. This includes the active promotion of British values and an understanding of radicalisation and child exploitation. All our staff are made aware of the systems that support safeguarding in our school and these are explained as part of their staff induction. This includes:

- the child protection policy (safeguarding policy);
- the identity of the DSL and Deputy DSLs and information about their roles;
- the staff behaviour policy (which covers as a minimum, acceptable use of technologies, staff pupil relationships and communications, including via social media and whistleblowing);
- Part One of KCSiE and 'Annex B';
- copies of policies (such as behaviour management policy, anti-bullying policy, whistleblowing policy and e-safety including cyber bullying).

In addition, all staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as required but at least annually, to provide them with the relevant skills and knowledge to safeguard pupils effectively. Our staff are also made aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. Our staff receive annual e-safety training, which looks at emerging technologies strategies to support online safety and highlighting key requirements from our e-safety policy. Training will also include the teaching of relationships, sex education and health education, subject to age-appropriate approaches.

Our staff are made aware of the process for making referrals to Children's Services and statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. The DSL makes it clear in induction, in other training, and in guidance provided for staff they have a responsibility to speak up about safeguarding and welfare matters within the school and to work with external agencies where necessary. This is one part of our establishing a positive safeguarding culture. This applies not only to new staff but also those already in post.

Following consultation with the BSP, all staff members and the Proprietor will undertake appropriate child protection training regularly i.e., every 3 years as a minimum for all staff (Orchard School provides an annual update to all staff), with the DSL and Deputy DSL attending training every 2 years in line with requirements within KCSiE inter-agency working. Such training will include local inter-agency protocols and training in the BSP approach to Prevent duties. Prevent training is included at the beginning of school year INSET, utilising the Home Office e- learning tool.

Staff also have access to <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused> for further information.

Staff Code of Conduct

Guidance is provided in the Orchard School Staff Behaviour Policy and Teachers' Standards (Code of Conduct) on how adults can ensure that their behaviour and actions do not place pupils or themselves at

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risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on). The Staff Behaviour Policy is wide-ranging and covers staff/pupil relationships and communications including use of social media, “breach of trust” and expands on the whistle-blowing statement in this policy.

Safeguarding Arrangements for One-to-One Tuition

In some situations, it may be appropriate for children to receive one-to-one teaching from a staff member, such as for specialist music instruction. Such tuition is conducted in areas that can be easily observed by passers-by, for example outdoors or in rooms with windows and open doors onto communal areas. Individual tuition is only given by staff members that have been fully checked as suitable to work with children and is generally restricted to those in Key Stage 2. Further information can be found in the Code of Conduct, as outlined above.

Staff Taking Medication and Other Substances

Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored and out of the reach of pupils at all times.

Disqualification Under the Childcare Act (DUCCA)

Any member of staff working with children aged under eight during, pre or after-school childcare will be required to make a declaration regarding their suitability to work with children and/or any issues or circumstances that may adversely affect their employment. These checks are recorded in the Single Central Register (see below).

Physical Restraint

Our policy on physical restraint is compliant with the Local Authority’s ‘Physical Restraint in Schools’ guidance along with guidance from the DfE. Events are recorded and signed by a witness. Staff who are likely to need to use physical intervention are appropriately trained. We understand that physical intervention, of a nature that causes injury or distress to a pupil, may be considered under child protection or disciplinary procedures. Any form of corporal punishment is banned in the school, and the school never encourages the use of corporal punishment on children by parents.

Safer Recruitment and the Single Central Register

See also: Safer Recruitment Policy.

Our school operates safer recruitment procedures (in accordance with statutory guidance) including required pre-appointment checks on teaching and non-teaching staff, volunteers, proprietors, supply staff, staff of contractors and other individuals working with or near pupils. The Single Central Register (SCR) of appointments is rigorously maintained. All employees, Proprietors, supply staff, volunteers and others working within the school are checked in accordance with the full requirements of the SCR before starting work and the details of these checks are recorded in the SCR.

Through risk assessments, the school also ensures that appropriate checks have been made upon the staff of other organisations working with our pupils on external trips and visits, including adults who supervise pupils on work experience. In any case where the required documentation is unavailable or checks have not been completed prior to the starting date for any member of staff or other adult who may have access to pupils, then a risk assessment will be carried out to determine the appropriate course of action, e.g. allowing appropriately supervised access for a specified period or postponing the starting date.

Safeguarding Arrangements for Agency Staff and Visitors

The school will ensure that formal procedures are followed to satisfy itself that appropriate pupil protections apply to any staff employed by another organisation and working with the school’s pupils on

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another site (for example, on a school trip, while in a separate institution or activity centre). Risk Assessments are created for every out of school trip. See policy on Educational Visits. Wherever possible the school will obtain DBS checks on all contractor staff, who also receive safeguarding training from the Designated Safeguarding Lead (DSL).

Appropriate safeguarding and Prevent duty checks upon visiting speakers and other visitors will be made and recorded. All visitors and visiting speakers will be required to undergo an identity check on arrival and wear a visitor's badge. They will not be allowed unsupervised access to pupils. The School keeps a visitors book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. Additionally, a risk assessment will be carried out. Unidentified visitors will be challenged by staff or reported to the Headmistress or School Office.

Allegations or concerns about the conduct of an adult working with children

Please refer to the Low-Level Concerns Policy for further information about concerns about staff members, including those which do not meet the threshold for referral.

This applies where an adult within the school community has behaved in a way that has harmed, may have harmed, or poses a risk of harm to a child. This also applies when an adult within the school community may have committed a criminal offence against or related to a child.

The Designated Officer for Allegations (LADO) manages allegations against individuals who work with or volunteer with children. If you have a concern about someone who works with children, please report immediately to the Headmistress who will contact the LADO on 0300 300 8142. Emergency Duty team (out of hours service): 0300 330 8123. Email: lado@centralbedfordshire.gov.uk. All staff are also empowered to make direct contact with the LADO and/or Children's Services or the Police if necessary and where it is felt appropriate action to protect children is not being taken. Where direct referral is made it should be followed by the provision of information to the DSL/DDSL that this step has been taken. *Details of the role of the LADO are included as Appendix 3 to this policy.*

- **Allegations concerning all, other than the Headmistress, are to be reported straight away to the Headmistress (or in her absence, the Deputy Head). The Headmistress will immediately contact the LADO to discuss the allegation. The individual against whom the allegation is made is not to be informed.**
- **Allegations concerning the Headmistress are to be reported straight away to the Nominated External Advisor for Child Protection/Safeguarding and Prevent Duties at Orchard School, Martin Ayres (Contact above) who will take action to immediately contact the LADO to discuss the allegation. The Headmistress is not to be informed.**
- **Allegations concerning the Advisory Board are to be reported straight away to the Headmistress who will immediately contact the LADO and act on the advice provided. The individual against whom the allegation is made is not to be informed.**

In each case above, the LADO will be given sufficient detail to allow consideration of the nature, content and context of the allegation and to agree a course of action including any involvement of the police who will be informed if a criminal offence is alleged. A decision will be made as to whether the individual should be allowed to remain on school premises and if so what, if any, conditions should apply. If Orchard School were given information suggesting a member of staff was abusing a pupil who does not attend the School, the DSL would immediately report to the LADO and follow the procedure as if it were one of our own pupils.

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The following flow chart illustrates the process to be followed when allegations against adults in the school arise:

If you become aware that a member of staff/volunteer may have:

- 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 they may pose a risk of harm to a child:

Report immediately to Mrs Anne Burton.

Any allegation against the Headmistress will be reported to The Nominated External Advisor for Safeguarding and Prevent Duties, Mr Martin Ayres.

Unless there is clear evidence to prove that the allegation is incorrect, the Headmistress must:

Report the allegation within one working day to the Local Authority Designated Officer (LADO) team:
0300 300 8142

lado@centralbedfordshire.gov.uk

The LADO will:

1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history.
2. Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.

If the allegation threshold is NOT met, the Designated Officer will agree with you an appropriate response (e.g. for the agency to undertake further enquiries or undertake an internal investigation).

If the allegation threshold is MET, a strategy meeting will normally be held either by phone or in person. Normally a senior manager or safeguarding lead, the LA Designated Officer, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed – e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

In cases where an allegation meets the harms threshold, other than those found to be malicious or false, the following information will be kept on the file of the person accused:

- A clear and comprehensive summary of the allegation;
- Details of how the allegation was followed up and resolved;
- A note of any action taken, and decisions reached and whether the outcome was substantiated, unsubstantiated or unfounded;
- A copy provided to the person concerned, where agreed by children's social care or the police;
- a declaration on whether the information will be referred to in any future reference.

Substantiated allegations will be included in references, provided that the information is factual and does not include opinions.

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The school will report promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. Where a teacher has been dismissed (or would have been dismissed had they not resigned) and a prohibition order may be appropriate, a referral will be made to the Teaching Regulation Agency. See *'Teacher Misconduct: the Prohibition of Teachers'*, 2022.

Whistleblowing

See also: Whistleblowing Policy; Low-Level Concerns Policy.

Our whistleblowing policy is integrated into training and codes of conduct. We make it clear, both in induction and other training and in guidance provided for staff, that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school a positive safeguarding culture. We have an open environment and culture of safety where staff feel free to raise concerns. The school also has a culture of valuing staff and of reflective practice. There are procedures for reporting and handling concerns, including poor or unsafe practice and potential failures in the safeguarding regime, provision for mediation and dispute resolution where necessary. Training and support are provided for staff including transparency and accountability in relation to how concerns are received and handled. Orchard School has clear processes for reporting and recording allegations. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Creating a culture in which all concerns about adults (including allegations that do not meet the harm threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should: encourage an open and transparent culture; enable the School to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the School are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the School. Staff are encouraged to share concerns about adults working with children, including self-referral if appropriate, via the mechanisms described in the *Low-Level Concerns Policy*.

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Definitions and Indicators

Definitions

Abuse and Neglect (please refer to Appendix 1 of this policy): WTTSC defines abuse as a form of maltreatment of a pupil. Somebody may abuse or neglect a pupil by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family, in an institution or in a community setting, by those known to them or more rarely by others, e.g. via the internet. They may be abused by an adult or adults or another pupil or children. Experts and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. NSPCC offers information for schools and colleges on its website www.nspcc.org.uk/preventing-abuse/.

Safeguarding is defined 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; and taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

Indicators of Abuse and Neglect

Staff and volunteers should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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

In the social context of the school or college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child (adults words); no explanation is forthcoming; the child (or the parent/carer) is secretive or evasive or the injury is accompanied by allegations of abuse or assault. We become concerned if the child or young person is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

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

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

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

Specific Forms of Harm

Annex B of KCSiE refers to a number of specific safeguarding issues, some of which are listed below. This list of topics is not exhaustive, but provides a brief explanation of key issues.

Peer on Peer Abuse

Staff at Orchard School recognise that children are capable of abusing their peers, both in person and online. We have a zero-tolerance approach to abuse and staff are clear as to the school's policies and procedures in this regard. We empower pupils to develop 'rules of acceptable behaviour', through School Council, PSHEE lessons and class discussions. Pupils are involved in the positive ethos of the school; one where all young people understand and respect the rights and boundaries of others. Children feel safe in sharing their concerns with a trusted adult, who may then refer the matter to the DSL if appropriate.

All staff understand the importance of challenging inappropriate behaviour among children. Staff also recognise that downplaying certain behaviours as "just banter" or "boys being boys" can lead to a culture of unacceptable behaviour, an unsafe environment for children and a culture that normalises abuse. Staff must understand that even if there are no reports of peer-on-peer abuse, this does not mean it is not happening. If staff have concerns about peer-on-peer abuse, they should speak to the DSL or DDSL, who will decide what next steps should be taken in line with this policy and the promotion of pupil wellbeing.

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyber bullying and 'banter')
- Physical abuse such as hitting, kicking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment (including 'upskirting')
- Sexting (also known as youth produced sexual imagery – see the section on Emerging Technology)
- Initiation/hazing type violence and rituals.

Peer-on-peer abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously.

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Bullying

See also: Anti-Bullying Policy.

This may be defined as deliberate, repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons, and may relate to protected characteristics as defined under the Equality Act (2010). Very often bullying is the act of oppressing or dominating by threat or force where the aggressor may persecute or tease physically or morally in order to frighten into action or inaction. Bullying can include:

- Physical: pushing, hitting, kicking, pinching etc.
- Verbal: name-calling, spreading rumours, constant teasing and sarcasm
- Emotional: tormenting, ridiculing, humiliating, ignoring
- Racial: taunts, graffiti and gestures
- Religious/cultural
- Sexual, sexist or homophobic: unwanted physical contact or abusive comments
- Cyber-bullying: through social networking websites, mobile phones and text messages, photographs and email

Signs that may indicate bullying:

- Behavioural changes such as reduced concentration, becoming withdrawn, depressed, tearful, emotionally up and down, reluctance to go to school; a marked drop in academic performance;
- Physical signs such as stomach aches, headaches, difficulties in sleeping, bingeing on food, cigarettes or alcohol and a shortage of money or frequent loss of possessions.

Domestic Abuse

The Home Office define domestic abuse as: "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality".

Significant harm from domestic abuse can include: physical violence, emotional abuse, sexual abuse, and financial abuse. If a member of staff is concerned that domestic abuse is occurring within a family or relationship, they should inform the DSL who will consider a referral to Bedfordshire Children's Services and/or the Police as necessary.

Domestic abuse always has an impact on children. Being exposed to domestic abuse in childhood is child abuse. Children may experience domestic abuse directly, but they can also experience it indirectly by:

- hearing the abuse from another room;
- seeing someone they care about being injured and/or distressed;
- finding damage to their home environment like broken furniture;
- being hurt from being caught up in or trying to stop the abuse;
- not getting the care and support they need from their parents or carers as a result of the abuse.

Sexual Violence and Harassment Between Children

At Orchard School, we take our definition of sexual violence from the Sexual Offences Act 2003, which considers rape, assault by penetration and sexual assault all types of sexual violence. In addition, we define sexual violence as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual violence and sexual harassment can be between two children, or a group of children. Both sexes may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment. We recognise that Children with SEND are likely to be more vulnerable. Orchard School is aware that online sexual violence or sexual harassment can be more

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complex, such as images shared at another school or across the internet, 'upskirting' or the victim being excluded offline as well as online. We recognise that sexual violence and harassment can occur both online and offline, both physically and verbally. We make it clear that all forms of sexual violence and harassment are unacceptable and will not be tolerated.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (this may cross a line into sexual violence) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Responding to reports of sexual violence and sexual harassment

Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. Though it may not be necessary to report one-off issues of sexual harassment to the police, each allegation of abuse will be taken seriously, and the Designated Safeguarding Lead will still refer these allegations to children's social care, who will support the school in deciding whether the victim or alleged perpetrator are in need of protection or other services. However, all allegations of sexual violence will be reported to the police, in parallel with children's social care. Though children's sexual behaviours can be developmentally expected, some more harmful sexual behaviours may cause developmental damage. The Brook sexual behaviours traffic light tool is used to help us consider harmful sexual behaviours.

Reports of sexual violence are often complex and require difficult decisions to be made, on a case-by-case basis, with the DSL taking the lead role, supported by external agencies such as children's social care or the police.

In cases where sexual images or videos of children are the subject of an allegation of sexual violence or sexual harassment, staff must not view or forward illegal images of a child.

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

Perpetrators may subject children to different forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. Children may be exploited by adult males or females, as well as by other children. Where the perpetrator is themselves a child, it is important that they may themselves also be experiencing exploitation and must therefore also be considered a victim. A number of factors may contribute to an imbalance of power, including but not limited to: age, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually

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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. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions; who associate with other young people involved in exploitation; have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant; who suffer from changes in emotional well-being; children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and regularly miss school or education or do not take part in education; staying away from certain people or avoiding being alone with someone; displaying sexual behaviour that is inappropriate for their age;
- Inappropriate masturbation or self-harm (including eating disorders) and an unwillingness to remove clothes when changing for PE etc.

It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including Cyber Bullying and grooming. It is also important to recognise that some young people who are being sexually exploited or abused do not exhibit any external signs of this abuse.

The following can be indicators of child sexual or criminal exploitation:

- Children appear with unexplained gifts, money or new possessions;
- They associate with other children involved in exploitation;
- They suffer from changes in emotional well-being;
- They misuse drugs and/or alcohol;
- They go missing for periods of time or regularly miss periods of education;
- They have older boyfriends or girlfriends;
- They suffer from indicators of sexual abuse or harassment.

Further information on signs of a child's involvement in CSE can be found in Child Sexual Exploitation (2017) at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Further information on County Lines can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf

Female Genital Mutilation (FGM)

FGM relates to all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM must be referred to Children's Services. However, it is also mandatory for known cases to be referred to the Police by teachers.

Non-emergency telephone: 101

Emergency telephone: 999

For advice and guidance: telephone 0800 028 3550 or email fgmhelp@nspcc.org.uk

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'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

If you are concerned that a British citizen may be taken overseas for the purpose of FGM, please call the Foreign and Commonwealth Office (FCO) on 0207 008 1500 or email fgm@fco.gov.uk

Circumstances/symptoms that may point to FGM happening:

- A child talking about getting ready for a special ceremony; the family taking a long trip abroad;
- A child's family being from one of the 'at risk' communities for FGM (Somalia, Ethiopia, Sudan, Nigeria, Kenya, Sierra Leone, Egypt, Eritrea, Kurdistan, Yemen, Indonesia);
- Knowledge that a sibling or other family member has undergone FGM; a child talking about going abroad to be 'cut' or to prepare for marriage;
- Difficulty in walking, sitting or standing; spending lengthier time in the bathroom than usual;
- Unusual behaviour after a school absence/reluctance to undertake usual medical examinations;
- Asking for help, but not detailing the problem in full due to fear or embarrassment.

See the Multi-agency statutory guidance on female genital mutilation (2020) for further detail, and warning signs:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1016817/6.7166_HO_FBIS_BN_O_Leaflet_A4_FINAL_080321_WEB.pdf

Honour-Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. School staff can contact the Forced Marriage Unit if they need advice or information.

Telephone: 020 7008 0151

Email: fmf@fco.gov.uk

For further information, see Multi-agency practice guidelines: Handling cases of Forced Marriage.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

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Preventing Extremism and Radicalisation

KCSIIE defines radicalisation as ‘the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.’

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of children.

Staff who think they may have cause for concern relating to radicalisation must always seek further advice and guidance. The guiding principle is always to report concerns through normal procedures so that an informed judgement can be made within the context of all available information. If an adult working in our school has concerns or identifies a pupil as being at risk of radicalisation, they should immediately inform our Designated Safeguarding Lead, who is also our Prevent Officer.

Referrals are made via the Intake and Assessment Team at cs.accessandreferral@centralbedfordshire.gov.uk or telephone 0300 300 8585 if you are concerned there is immediate risk of harm.

The Prevent statutory guidance requires schools to set out clear protocols for ensuring that any visiting speakers, who might fall within the scope of the Prevent duty, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised; this will if appropriate include a barred list check and internet search. At Orchard School, speakers are never left alone with pupils. The interaction between the Prevent requirement to check speakers and the KCSIIE determines that checks on visiting speakers will be recordable on the SCR either as checks on staff or un-prescribed checks on volunteers. In accordance with the Independent School Standards 2021, checks are recorded in the SCR by reference to the usual considerations such as role, frequency, supervision, payment and employment by another organisation.

Our school also ensures that we can ‘demonstrate activity’, as required by the statutory guidance, in the following key areas: risk assessment of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology; working in partnership; staff training and IT policies. This is wholly in keeping with our school ethos and approach to promote a broad, tolerant and open-minded understanding of the world around us, including an appreciation of the democratic process and precluding the promotion of partisan political views in the classroom, in extra and co-curricular activities, or in any other aspect of the school’s activities. The school is able to demonstrate a general understanding of the risks affecting children in the area.

Furthermore, Orchard School promotes the five British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs) through our PSHEE curriculum, display boards and regular theme events.

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Mental Health

Please also refer to the Mental Health Policy and the non-statutory guidance 'Mental Health and Behaviour in Schools', 2018.

Orchard School has clear systems for identifying potential mental health problems in pupils. Staff are aware of signs that may indicate deterioration in mental health, including the effective use of data (whether regarding attainment, attendance or behaviour). Early identification and intervention are key, and the school's strong pastoral care enables staff to spot those children who may be experiencing mental health difficulties. Support can be put in place through a graduated response process (assess, plan, do, review); however, school staff do not diagnose mental health problems themselves. Where a mental health problem is suspected, referrals will be made to experienced and skilled professionals, such as the child's GP, NHS services, specialist CYPMHS or voluntary organisations. The school, including the class teacher and the Headmistress, can then support the child and family as needed.

Support and early help can also be put in place to prevent mental health problems from arising through Adverse Childhood Experiences including loss/separation, life changes and traumatic experiences. Orchard School takes its responsibilities towards pupils that may be experiencing mental health difficulties seriously. We provide support including having links with therapists, psychiatrists and the NHS. Our school counsellor meets with and supports pupils throughout their Orchard journey. The staff team operate an 'open door' policy to encourage pupils to seek help themselves and for staff to refer any concerns so they are dealt with quickly and appropriately. We work closely with these professionals to maintain the pupil's safety within school and adhere to any advice and guidance we are given. We want to make sure our pupils are happy, healthy and thrive and understand we all need a little help from time to time with the busy and stressful lives we have today.

The school will do everything possible to promote good mental health and take action where a concern is identified regarding a child's behaviour, motivation or feelings of worry. This will include issues of self-harm. Children self-harm for many reasons including: being bullied both at school or online, mental health issues, eating disorders, domestic abuse, any type of child abuse, parental conflict and bereavement. The signs of the distress the child may be under can take many forms and can include:

- cutting behaviours and self-poisoning, other forms of self-harm, such as burning, scalding, banging, hair pulling; not properly looking after their emotional or physical needs;
- direct injury such as scratching, cutting, burning, hitting yourself, swallowing or putting things inside;
- staying in an abusive relationship, taking risks too easily, eating distress (anorexia and bulimia);
- addiction for example, to alcohol or drugs and low self-esteem and expressions of hopelessness.

During a disclosure of self-harm staff should check whether the pupil has ingested anything or has anything on their person that could cause damage or harm. Any concerns from staff members should be referred to the DSL, as an early help assessment may need to be completed to involve services that can help, or in the case of significant harm a referral can be made to Children's Services.

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Emerging Technology, Including the Internet and Social Media

Please see the E-Safety Policy for further details.

We ensure that pupils are safe from potentially harmful and inappropriate content when accessing the internet on school systems through appropriate levels of filtering, internet safety rules and e-safety education within the curriculum. We have a whole school approach to online safety, including a clear policy on the use of mobile technology, which is integrated, aligned and considered as part of the overarching safeguarding approach. We ensure staff are appropriately trained in online safety. Pupils are helped to understand the risks posed by people who might use the internet and social media to bully, groom, abuse or radicalise children and vulnerable adults. We support parents, providing links to up-to-date advice and guidance on Internet Safety, social media and online radicalisation.

Use of Mobile Phones, Cameras and Electronic Devices in School

See also: E-safety policy; Acceptable Use Policy.

All employees including EYFS staff should not use personal mobile telephones in the presence of pupils and they must never be used for taking or storing images or recordings of pupils. Any images or recordings should only be taken, edited or stored on school cameras and computers. Photographs or recordings should only be made where there is a legitimate school purpose; pupils' privacy and dignity must be preserved at all times. Images or recordings should not be transmitted to third parties without permission of the Headmistress or parents of the pupil involved. The School's Acceptable Use Policy sets out the expectations for pupils and parents on the use of mobile phones and cameras whilst at the school.

School Website Safeguarding Statement

To ensure the privacy and safety of pupils where children are named, only their first names are given. Where a pupil is named, no photograph of that pupil is displayed. Where a photograph is used which shows a pupil, no name is displayed. By observing these points, the school ensures that visitors to the website cannot link images of pupils to their names. When choosing photographs for the website, the school is mindful of the way pupils may appear in them and will not include images which are in any way inappropriate. Orchard School follows a policy of seeking the parent, guardian or carer's permission before using images which show pupils on the website or in the local press. The list showing the pupils who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No private information about pupils is published on the website such as surnames or contact details.

Youth Produced Sexual Imagery (Sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal. Youth produced sexual imagery refers to both images and videos where a person under the age of 18 creates and shares sexual imagery of themselves, or where it is created by another person under the age of 18 or an adult, or when a person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the guidance 'Sharing nudes and semi-nudes' (see below).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008443/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings_Web_accessible_.pdf

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If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL as soon as possible. Confiscate the device and set it to flight mode or turn it off. Do not view, copy, print or share the imagery and do not ask the child to do so – this is illegal. Do not delete the imagery or ask the young person to delete it.

Parents should be informed, unless there is reason to believe that this would put the child at risk of harm. A referral should be made to Children's Social Care or the Police as appropriate. Immediate referral should be made to Children's Social Care/Police if:

- the incident involves an adult, the imagery involves sexual acts; the imagery involves anyone aged 12 or under;
- there is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above applies then the DSL, in consultation with the Headmistress, will consider if: there is a significant age difference between the sender/receiver; there is any coercion or encouragement beyond the sender/receiver; the imagery was shared and received with the knowledge of the child in the imagery; the child is more vulnerable than usual i.e. at risk; there is a significant impact on the children involved; the image is of a severe or extreme nature; the situation is isolated or if the image been more widely distributed; there are other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances. If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

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Additional Advice

Further Definitions

The Difference between Child Protection and Safeguarding: Safeguarding is a broader term than child protection. It encompasses all the elements set out above and is what a school should do for all children; Child Protection is part of this definition and refers to activities undertaken to protect children who have been significantly harmed or are at significant risk of being harmed. Where a child is thought to be suffering significant harm, or to be at risk of suffering significant harm, this must be reported to Children's Services immediately. Action should also be taken to promote the welfare of children who are believed to be in need of additional support, even if they are not suffering harm or at immediate risk. Such instances should be addressed through inter-agency assessment using local processes (CAF, TAC etc).

Unsubstantiated, false or malicious allegations: Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headmistress will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy following consultation with the LADO. Where a parent has made a deliberately invented or malicious allegation, the Headmistress will consider whether to terminate the child's placement at the School on the basis that they have treated the School or a member of staff unreasonably, unless a working relationship based on trust, respect and transparency is established going forward. At all times seeking to work in the interests of the child will be the priority in determining the way forward. 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. 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 through the school's HR/Personnel arrangements.

Children at Higher Risk

It is recognised that particular groups of children are at higher risk with regard to safeguarding, either at home or amongst their peers.

Disabled Children and Those with Medical Conditions

Our staff are aware that disabled children experience greater risks, vulnerability and unequal access to services and resources. They may have additional needs relating to physical, sensory, cognitive and/or communication impairments. Some disabled children may be more vulnerable to abuse because they may: have fewer outside contacts than other children; receive intimate, personal care; have an impaired capacity to resist or avoid abuse; have communication difficulties; fear losing services; be more vulnerable to peer abuse (e.g. bullying, sexual assault, intimidation). Our staff are alert to the medical needs of children including those children with longer term medical conditions.

Vulnerable Pupils

Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing). If a pupil discloses that he/she has witnessed domestic violence or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children's Services and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

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Looked After Children

The Headmistress will ensure staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a Local Authority, if they have such children on roll. This includes ensuring that there is a designated member of staff with responsibility for their welfare and progress and educational achievement and ensuring this person has up to date assessment information from the relevant Local Authority. This includes the child's social worker and virtual school, the most recent care plan and contact arrangements with parents, and delegated authority to carers including the child's legal status.

See <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Notifiable Incidents

A notifiable incident is an incident involving the care of a child that meets any of the following criteria:

- A pupil has died (including cases of suspected suicide) and abuse or neglect is known or suspected;
- A looked after child has died (including cases where abuse is not known or suspected);
- A pupil has been seriously harmed and abuse or neglect is known or suspected;
- A pupil in a regulated setting or service has died (including cases where abuse is not known or suspected).

Any such incident will be reported to the Bedfordshire Child Death Overview Panel:

Telephone: 01525 624287

Email: Bedfordshire-cdopmanager@nhs.net

Ofsted and the DfE are to be informed along with the Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR) in accordance with the regulations of 2013.

Pupils Being Withdrawn from School

If a pupil is withdrawn from the school, all efforts will be made to identify the school to which the pupil is being admitted; their confidential educational and child protection records will be sent separately. If the parent/guardian/carer fails to provide information regarding the new school, an urgent referral will be made to the Education Welfare Service (EWS), unless Orchard has safeguarding concerns about the child, in which case it will be Children's Services.

Children Missing in Education

Please see the Missing Children Policy.

Our staff will follow separate school procedures for dealing with children who go missing from education, particularly on repeat occasions. Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. More information can be found in WTTSC, KCSiE and 'Statutory guidance on children who run away or go missing from home or care' (see below).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3_.pdf

We will follow up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence and notify social services if there is an unexplained absence of more than two

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days of a pupil who is on a Child Protection Plan. Unauthorised absence procedures will be followed where a child or young person:

- has 10 days of more continuous absence from school without an explanation and/or
- has left school suddenly and the destination is unknown and/or
- has not taken up an allocated school place as expected.

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

Elective Home Education

Although many children have positive experiences of home education, for some children it means they are less visible to services that keep them safe and supported. If a parent or carer expresses their intention to educate a child at home, the local authority, school and other key professionals will work together to coordinate a meeting with the parent or carer. This is particularly important if a child has special educational needs and disabilities (SEND), is vulnerable or has a social worker. For additional information, please see the guidance for local authorities on elective home education:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/791527/Elective_home_education_guidance_for_LAv2.0.pdf

Records and Sharing Information

Written notes will be kept of all incidents relating to individual pupils. These may be shared with other agencies. All contact with parents and external agencies relevant to Child Protection will be logged in confidential records, which are kept separate from educational records and can only be accessed by designated people within the school. The content of Child Protection reports will be shared with the parents/guardians/carers in advance of any meetings. Referrals made to Orchard School are recorded on the Inter-agency Referral form. All concerns, discussions and decisions made and the reason for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss this with the DSL. As part of meeting a pupil's needs, we recognise the importance of information sharing between our professionals and local agencies and we follow procedures set out in WTTSC. Although inter-agency working and information sharing are vital in identifying and tackling all forms of abuse, they are especially important to identify and prevent child sexual exploitation.

Recording and monitoring of ongoing minor concerns is important for building up a longitudinal picture of a child's wellbeing. To this end, all staff are empowered to share concerns about pupils via our Safeguarding Tracker. See **Appendix 5: Recording and Reporting** for a detailed breakdown of how, when and where safeguarding concerns are recorded.

Confidentiality

We regard all information relating to individual child protection issues as confidential and we only pass information on to appropriate persons. The School will co-operate with Bedfordshire Children's Services and the Police to ensure that all relevant information is shared for the purposes of child protection investigations. Our staff know they cannot promise confidentiality and that there are other agencies to which children can turn, e.g. Childline (0800 1111).

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Appendix 1: Types and Signs of Abuse & Neglect

Physical abuse, the act of intentionally injuring or causing physical harm, can take many forms, including hitting with hands or objects, slapping and punching, kicking, shaking, throwing, poisoning, burning and scalding, biting and scratching, breaking bones or drowning. It also includes making up the symptoms of an illness or causing a child to become unwell.

Indicators of physical abuse/factors that should increase concern include:

- multiple bruising or bruises and scratches/bilateral injuries (especially on the head and face including around the mouth); clusters of bruises e.g. fingertip bruising (caused by being grasped); bruises around the neck and behind the ears – the most common abusive injuries are to the head;
- marks indicating injury by an instrument e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle;
- bite marks; deliberate burning may also be indicated by the pattern of an instrument or object e.g. electric fire, cooker, cigarette; scalds with upward splash marks or tide marks; untreated injuries; injuries to genital areas;
- recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.

The nature of emotional abuse: Most harm is produced in low warmth, high criticism homes, not from single incidents. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Witnessing someone harming another person (as in domestic violence) can harm children. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse: Developmental issues include delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.

Behaviour may include: acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation and self-criticism; neurotic behaviour (such as rocking, hair-twisting, thumb sucking); self-mutilation and self-harm; suicide attempts; drug/solvent abuse; running away; compulsive stealing, scavenging; acting out; poor trust in significant adults; regressive behaviour (e.g. wetting); eating disorders; destructive tendencies; arriving early at school or leaving late.

Social issues: withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

Emotional responses: extreme fear of new situations; inappropriate emotional responses to painful situations (“I deserve this”); fear of parents being contacted; self-disgust; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression; excessive need for approval, attention and affection.

The nature of sexual abuse: Sexual abuse is often perpetrated by people who are known and trusted by the child, e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at,

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or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, (such as the use of cameras/mobile phones in 'upskirting', or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Characteristics of Child Sexual Exploitation and abuse: it is often planned and systematic – people do not sexually abuse children by accident, through sexual abuse can be opportunistic; grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse: Physical observations include damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain. The concerns listed are not exhaustive. Staff can and should also record and report other concerns about a child, such as general welfare concerns.

Neglect is the ongoing failure to meet a child's basic needs, and is the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger and have long term effects on their physical and mental wellbeing. Neglect broadly falls into four categories: physical neglect (failing to meet needs such as food, clothing and shelter and failing to properly supervise or keep children safe); educational neglect; emotional neglect and medical neglect.

Indicators of neglect include:

- Poor appearance and hygiene – being smelly or dirty; having unwashed or unsuitable clothes; having frequent and untreated nappy rash in infants;
- Health and development problems – anaemia; body issues such as poor muscle tone or prominent joints; medical or dental issues; missed medical appointments such as for vaccinations; not being given the correct medicines; poor language or social skills; regular illness or infection; repeated accidental injuries caused by lack of supervision; skin issues such as sores, rashes, flea bites, scabies or ring worm; thin or swollen tummy; persistent tiredness; untreated injuries; weight or growth problems;
- Behavioural issues – becoming clingy, aggressive or withdrawn; changes in eating habits; displaying obsessive behaviour; finding it hard to concentrate or participate in activities; missing school; showing signs of self-harm; using drugs or alcohol; frequent absence from school or lateness; poor relationships with peers; running away.

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Appendix 2: Responsibilities of Key Staff

Designated Safeguarding Lead (DSL) and Deputy DSL

They are members of the school's senior leadership (SLT) with the status and authority to carry out the duties of the posts of DSL/Deputy DSL and /Deputy Prevent Officers and E-Safety Officers. The Deputy DSL will act as DSL in their absence and otherwise will carry out safeguarding tasks and duties as specified by the DSL.

The core responsibility of the DSL is to take lead responsibility for safeguarding and child protection, maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. This is explicit in the job description. The DSL, who has the status and authority within the school to carry out the duties of the post, is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. If the DSL is unavailable these duties will be carried out by the Deputy DSL:

Manage Referrals: The DSL is expected to refer cases of suspected abuse to the local authority children's social care as required; liaise with the LADO for child protection allegations which concern a member of staff, including supply staff, or volunteer; inform the Disclosure and Barring Service and Teaching Regulation Agency where a person is dismissed or left due to risk/harm to a child and/or the police if a crime may have been committed; support staff who make referrals to local authority children's social care and the Channel programme; refer cases to the Channel programme where there is a radicalisation concern as required; liaise with the Proprietor for Safeguarding Issues along with informing SLT and key staff, alongside the LADO (via weekly safeguarding and SLT meetings, daily updates where applicable and by email); keep staff aware of child protection procedures and ensure staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Work with others: The designated safeguarding lead is expected to liaise with the Headmistress or principal to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. As required, the DSL will liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Act as a source of support, advice and expertise for staff.

Undertake training: The DSL and deputy DSLs undergo specific training, to be updated every 2 years. In addition, they refresh their knowledge and skills in order to keep up with any developments relevant to their role (this might be through e-bulletins, meeting other DSLs or reading new safeguarding developments) in order to:

- 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;
- have a working knowledge of how local authorities conduct a child case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff; are alert to the specific needs of children in need, those with special needs and young carers; are able to keep detailed, accurate, secure written records of concerns and referrals;

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- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness, which includes:

- ensuring the school's child protection policies are known, understood and used appropriately;
- ensuring the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensuring the policy is made available publicly and parents being made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- linking with the local authority to make sure staff are aware of training opportunities and the latest local policy of safeguarding;
- following up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence and
- raising awareness of the needs of pupils including those with special educational needs or disabilities, lesbian, gay, bisexual and transgender (LGBT) pupils.

Maintain Child Protection Files: Where children leave our school, we ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and a confirmation of receipt should be obtained.

Be Available: During term time the DSL (or deputy DSL) should always be available during school hours for staff to discuss any safeguarding concerns. Orchard School will organise adequate and appropriate cover arrangements for any out of hours/out of time activities.

Proprietor and Headmistress

The Proprietor has a corporate responsibility for all safeguarding matters relating to the pupils of the school. This includes specific responsibilities for ensuring that all who are employed, supply services or volunteer at the school, are informed of the content of this policy and any reviews and updates. To this end, Mrs Anne Burton is the named Proprietor who will:

- liaise with the senior leadership of the school, the DSL and Deputy DSL, holding them to account on matters relating to safeguarding and also liaise with the Safeguarding Children Board and LADO as and when required by this policy;
- with the DSL, produce an annual safeguarding audit, where information is sufficiently detailed to demonstrate both the breadth and depth of the audit;
- check the staff's understanding and implementation of the policy, ensuring that they are all aware of the referral process and how to implement safeguarding protocols;
- monitor the policy, procedures and the efficiency with which they are implemented;
- ensure that there are clear job specifications for the DSL and Deputy DSL who have the knowledge, skills and understanding necessary to keep safe children who are looked after by a local authority;
- find out if the policy is known in practice by talking to a number of staff and volunteers right across the school to see if they would know who to go to in the case of a suspected abuse and what they would do in terms of comments they might make to the child;
- review how children are taught about safeguarding, including online, through the curriculum and PSHEE;

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- ensure the school contributes to interagency working in line with the Working Together to Safeguard Children through effective communication and cooperation with local agencies.

In her capacity as Headmistress, Mrs Anne Burton will:

- ensure that the safeguarding and child protection policy and procedures are implemented and followed by all staff;
- allocate sufficient time and resources to enable the DSL and Deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace that does not involve safeguarding and welfare of pupils is dealt with in accordance with the school's Whistleblowing procedures;
- provide immunity from retribution or disciplinary action against staff in the event of them 'whistleblowing' in good faith;
- ensure that pupil's safety and welfare are addressed through the curriculum
- be able to understand safer recruitment procedures and processes and deal with allegations against members of staff and volunteers;
- ensure that the safeguarding policy which applies to the rest of the school also applies to the EYFS;
- inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. This should be done as soon as is reasonably practicable, but at the least within 14 days.

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Appendix 3: The Role of the Local Area Designated Officer

The role of the LADO is set out in Working Together to Safeguard Children (2018) and is governed by the Authorities duties under section 11 of the Children Act 2004 and LSCB Inter-Agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed. The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, 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 they may pose a risk of harm to children.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist the School in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

Appendix 4: Child Protection Cue Card

We are committed to safeguard and promoting the welfare of all at our school.

A code of good practice for staff and volunteers designed for you to keep with you – Carry it.

What happens if:

You suspect a child is being abused or neglected:

1. Immediately inform the Designated Safeguarding Lead (DSL).
2. Record and date any facts, which are relevant to your concern and pass these onto the DSL.
3. Do not investigate the issue yourself.

A child discloses to you abuse by someone else

1. Allow the child to speak without interruptions, accepting what is said and without investigating further or asking leading questions.
2. Reassure the child that 'it is not their fault' and that they were right to tell you.
3. Record in the child's own words details of the disclosure and refer this immediately to the DSL. Do not investigate the issue yourself.

You receive an allegation about a member of staff or yourself

1. Immediately inform the Headmistress of the allegation.
2. Record and date the details of the allegation in writing.

Do treat everyone with respect.

Do provide an example of behaviour you wish others to follow.

Do plan activities, which involve more than one other person being present, or at least which are within sight or hearing of others.

Do provide access for a child to talk about any concerns they may have.

Do recognise, and allow for, the special needs of young people with disabilities and learning difficulties.

Do encourage children with disabilities and learning difficulties.

Do encourage children and adults to point out attitudes and behaviour that they do not like.

Do avoid inappropriate physical or verbal contact – remember that someone else might misinterpret your actions.

Do respect the cultural, religious and ethnic backgrounds of others.

Do recognise that caution is required even in sensitive moments of counselling.

Do avoid situations that compromise your relationship with children

Do NOT permit abusive peer activities (e.g. bullying racism or others).

Do NOT judge or jump to conclusions about others.

Do NOT show favouritism to any individual.

Do NOT be drawn into attention seeking behaviour, such as crushes/tantrums.

Do NOT rely on good reputation.

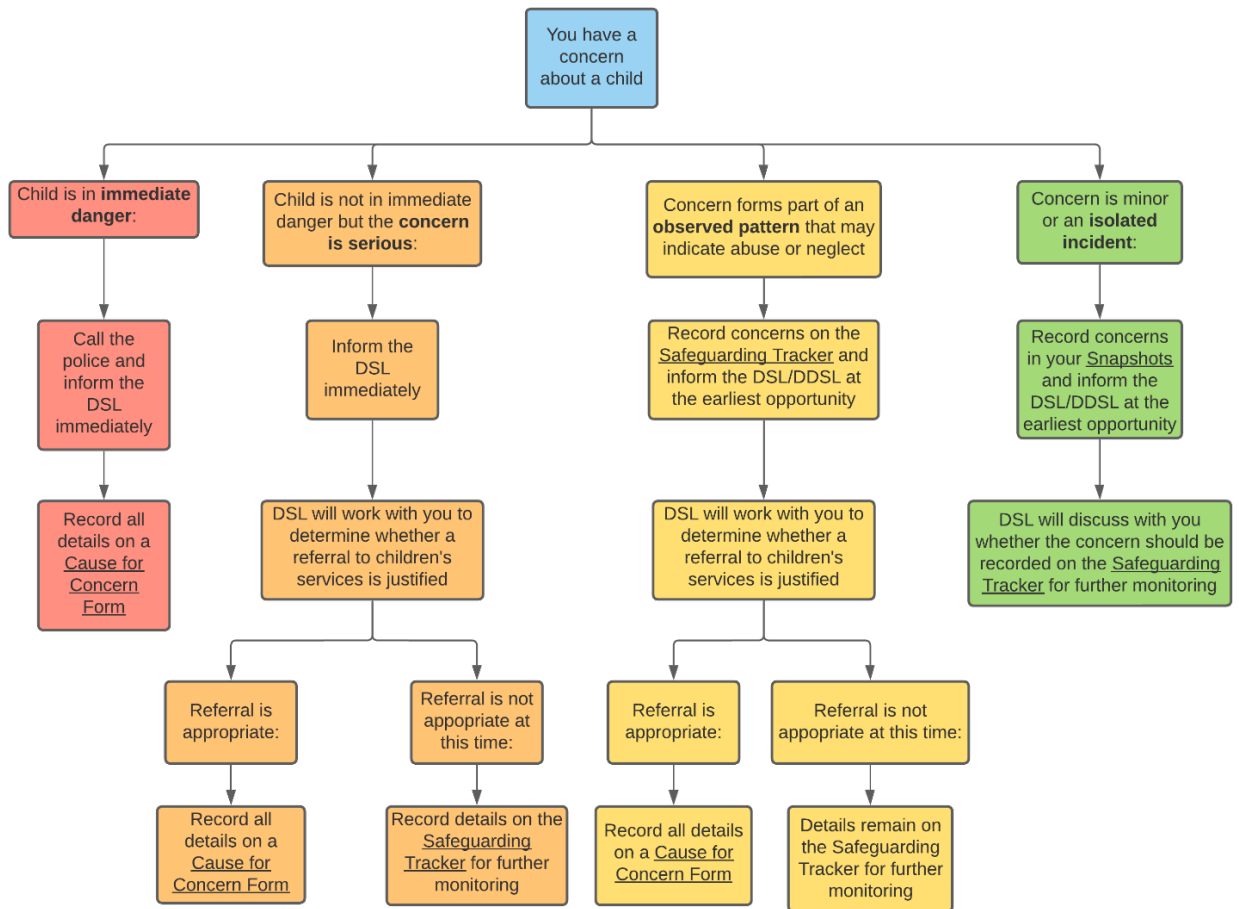
Do NOT believe 'it could never happen to me'.

Do NOT interview or meet with children in private or outside of school.

NEVER let concerns or allegations of abuse go without reporting to the DSL/DDSL or Children's Service.

Utilise the low level concern policy to report anything that causes you concern. This is not only a professional responsibility but one that could serve to protect a child from harm.

Appendix 5: Recording and Reporting – A Guide for Staff



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Appendix 6: Cause for Concern Form

To be completed in the case that a referral to Children's Services is appropriate.

<u>Child's Name</u>	<u>Class</u>	<u>Date</u>
<u>Name of Witness</u>	<u>Signature of Witness</u>	
TO BE COMPLETED BY WITNESS		
<u>Type of Concern</u> Mark/Bruise Observed Incidence Incident Reported by Child Incident Reported by Other:		
<u>Reported To</u> DSL Class Teacher (if appropriate) Parent (if appropriate) Other: (if appropriate)		
Signature of Witness		
Date		
TO BE COMPLETED BY DESIGNATED SAFEGUARDING LEAD		
Signature of Designated Person	Action Taken (Consider the context: past incidents, SEN, significant life changes, etc.)	
Date		

Orchard School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.