

CALDER HOUSE SCHOOL

Thickwood Lane, Colerne, Near Chippenham, Wiltshire, SN14 8BN

CHILD PROTECTION POLICY

Calder House School recognises its responsibilities for safeguarding and child protection

1. School details

Designated Safeguarding Lead (DSL):	Julie Delahay
Deputy DSL:	Jason Page
Directors Lead for child protection:	Jason Page
Nominated Governor:	Ray Barker
Chair of Governors:	Karen Prees
Designated Teacher for Looked After Children:	Ian Perks
Status & Review Cycle:	Statutory Annual
Policy Reviewed:	September 2020
Next Review Date:	September 2021

2. Introduction

2.1 This policy and the accompanying appendices have been developed in accordance with the following statutory guidance and local safeguarding procedures:

- The Education Acts
- Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, 2018
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2020
- Children Missing Education: statutory guidance for local authorities, Sept 2016
- Advice from Wiltshire and B&NES Local Authority
- The Protection of Freedoms Act, 2012
- Disqualification under the Childcare Act, June 2016
- Preventing and Tackling Bullying, July 2017
- Teacher misconduct: regulating the teaching profession, July 2016 (and related guidance),
- Use of Reasonable Force in Schools, July 2013
- 'What to do if you are Worried a Child is Being Abused', March 2015
- The Education (Independent School Standards) Regulations, Jan 2015
- Safeguarding Vulnerable Groups Act, 2006
- The Children and Families Act, 2014
- Information Sharing: advice for practitioners providing safeguarding services, March 2015
- Prevent Duty Guidance, Channel Guidance, and Prevent Departmental Advice, March 2016
- DBS Referrals Guidance (as may be amended from time to time)
- Information Commissioner's Office Data Sharing Code of Practice, 2016
- The Use of Social Media for Radicalisation, July 2015
- WSCB Multi-Agency Thresholds for Safeguarding Children, Dec 2014
- WSCB Escalation Policy, Oct 2016

2.2 The whole school body takes seriously its responsibility 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 harm. Calder House School recognises that its pupils by reason of their special educational needs and in some cases poor self-esteem may be especially vulnerable to abuse. In assessing risk Calder House School will take into account the whole environment of the child both in school and outside it. It is important that our staff recognise that assessments should take into account all of the child's social sphere not only that of school. Staff are reminded that, under the Counter-Terrorism and Security Act 2015, they have a



01225743566 / www.CalderHouseSchool.co.uk / enquiries@CalderHouseSchool.co.uk
Calder House Ltd. Registered in England and Wales, Registration No. 4049248,
Registered Office 37 Great Pulteney Street, Bath, BA2 4DA

statutory duty to raise any concerns they may have about a child at risk of radicalisation. If a child is in imminent danger of any kind, a referral should be made to the MASH and /or the police immediately. Anyone can make a referral.

2.3 Calder House School recognises its responsibility to ensure the school's policies reflect latest Government Guidance and regularly reviews the advice published by the Government Departments on a wide range of issues including:

- child sexual exploitation (CSE) – see appendix 1
- children (and adults) missing from education (CME) – see appendix 1
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see appendix 1
- forced marriage – see appendix 1
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation and the Prevent duty - see appendix 2
- sexting
- teenage relationship abuse
- trafficking
- hate
- mental as well as physical health
- relationship abuse
- peer on peer abuse

2.4 We recognise that all adults, including temporary/supply staff*, volunteers and the directors of Calder House Ltd, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff should be prepared to identify children who may benefit from early help and support the assessment process. We also recognise that safeguarding incidents could happen anywhere and staff are aware that possible concerns could arise at this school.

*Wherever the word 'staff' is used, it covers everyone who works at our school, including ancillary supply and self-employed staff, contractors, volunteers working with children, directors of the company, governors and proprietors of the school.

2.5 All staff actively acknowledge that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child. Staff should consider at all times what is in the best interests of the child.

2.6 The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.



- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance). The Head ensures that a central record is kept for audit.

2.7 All staff are aware that they may raise concerns directly with the Designated Officer for Allegations from the LA (DOFA) and make a referral directly to the MASH. All staff are referred to the WSCB Multi-Agency Thresholds for Safeguarding Children document:

<http://www.wiltshirescb.org.uk/professionals/safeguarding-thresholds/>

...for more details. If they contact the LA directly, they are asked to notify the school's Designated Safeguarding Lead that they have done so. This is clearly explained in the Safeguarding flowchart – Appendix 3. Staff should only involve those who need to be involved when a child tells them he/she is being abused or neglected.

2.71 The LA should make a decision within one working day of a referral being made re the course of action to be taken. The referrer should know the outcome.

2.72 If after a referral a child's situation does not seem to be improving the DSL /DDSL or referrer should press for reconsideration. The case should be kept under constant review.

2.8 Calder House recognises that Looked After Children (LAC), Previously Looked After Children (PLAC) and children with additional learning needs are particularly vulnerable.

2.9 Calder House recognises it has a responsibility to find opportunities for teaching pupils about safeguarding as part of a broad and balanced curriculum – particularly as part of our delivery of PSHE and RSE (see below). This includes teaching pupils how to stay safe online and Calder House is aware of government guidance on this point in particular:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

2.10 Calder House recognises that the CV19 Pandemic poses safeguarding risks as well as risks to physical health. During periods of lockdown and self-isolation, children may be unable to attend school and placed at greater risk of harm as a result – particularly if parents are unwell, are struggling financially or suffering bereavement. The mental health of children may also be adversely affected during the Pandemic – for example, children may experience greater levels of anxiety.



Calder House recognises these potential safeguarding risks and its responsibility for addressing them.

3. Safe School, Safe Staff

3.1 We will ensure that all members of the Senior Management understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection policy together with a Staff Code of Conduct (circulated within the Staff Handbook)
- the school operates safer recruitment procedures and ensures that at least one person on every recruitment panel has completed Safer Recruitment training; this is updated every 2 years
- the school has procedures for dealing with allegations of abuse against staff and volunteers and understands that it must make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned;
- a senior leader has Designated Safeguarding Lead (DSL) responsibility;
- on appointment, the DSL will undertake 'new to role' interagency training and thereafter an 'update' course every 2 years;
- all other staff have Safeguarding training on arrival, when significant new legislation is introduced and will receive refresher training annually;
- any weaknesses in Child Protection procedures are remedied immediately;
- The Chair of the Board of Governors and Director's Lead for Child Protection will liaise with the LA on Child Protection issues in the event of an allegation of abuse made against the Headteacher;
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means;
- the Headteacher will consider how children shall be taught about safeguarding as part of a broad and balanced curriculum covering relevant issues through Personal Social Health and Economic education (PSHE) and through Relationships and Sex Education (RSE);
- enhanced DBS checks are in place for all members of staff, and that Prohibition Checks are carried out for all senior managers and new members of staff;
- our Visitors Procedure is reviewed annually;
- DBS searches will be obtained at enhanced level for all volunteers and for all directors of the proprietor save in the case of the founding directors where full DfE clearance was obtained when the school was founded and the ongoing validity of this subsequently confirmed in writing.

3.2 The DSL Julie Delahay, is a member of the Senior Leadership Team. She has undertaken the relevant L3 advanced training and subsequent refresher courses (most recent: 2018). She has also completed Safer Recruitment Training (most recent: 2019)

3.3 Deputy DSL and Director's Lead on Child Protection is Jason Page, the Managing Director of Calder House Ltd. He has undertaken the relevant L3 advanced training and subsequent refresher courses (most recent: 2020).

3.4 The Governor with responsibility for Safer Recruitment is Femke Haynes. She has completed Safer Recruitment training (most recent: 2020). All members of the Governing Body have had safeguarding training (most recent: 2019). The Governors will ensure that safeguarding is an agenda



item on the for every full governing body meeting. The nominated governor will meet the DSL every term to monitor the effectiveness of this policy.

3.5 All members of staff and volunteers are provided with child protection awareness information at induction, including all the relevant school policies so that they know how and with whom to raise a concern. All staff will received annual updates to their Child Protection training.

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for Practitioners' and 'Keeping Children Safe in Education' (2019) along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 of KCSIE 2020 and Annex A which they are required to confirm they have read and which also includes supporting guidance about a number of specific safeguarding issues. They are also referred to Appendix 1 of this document which gives further guidance on recognizing abuse and neglect.

3.6 All members of staff are trained in and receive regular updates in e-safety and reporting concerns.

It is the responsibility of each adult in school to ensure that the DSL/ DDSL receives the record of concern **without delay**. In the absence of the DSL/DDSLS, staff members know to speak directly to the MASH although in term time the DSL or DDSL will normally always be available to discuss any safeguarding concerns.

3.7 All other staff and directors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse. (See Appendix 1).

3.8 All members of staff, volunteers, and directors know how to respond to a pupil who discloses abuse. All concerns / discussions / decisions and reasons for those decisions should be recorded in writing. See Appendix 4 Part 1 – Recording Concern Form.

3.9 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our Parents' Handbook (section 1).

3.10 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the DOFA for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation in the case of a volunteer.

3.11 All our procedures and policies will be regularly reviewed and up-dated.

3.12 The name of the Designated Safeguarding Lead, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

3.13 All new members of staff will be given a copy of "Calder House School: Putting Young People First" and our Child Protection Policy, with the DSL's name clearly identified, as part of their induction into the school. They also receive the schools Code of Conduct which sets out Calder House School's Staff Behaviour Policy for safe working practice. This sets out staff behaviours that



should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

3.14 Our Child Protection Policy is available publicly on the school website. Parents/carers are made aware of this policy and their entitlement to view it via the school website.

3.15 **Visitors** : All visitors complete a signing in/out form, are escorted to their destination and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

3.16 **Off site visits:** We carry out a risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers. Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in Appendix 2

4. Responsibilities of the DSL

The Designated Safeguarding Lead (DSL) at Calder House is Julie Delahay. The DSL must have a good understanding of all matters relating to child protection – including the role played by other agencies with a responsibility for keeping children safe. The DSL is responsible for:

- Referring a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the MASH Agency Referral Form.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral. See Appendix 4: Recording Concerns Form B
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college being sent in advance of the pupil leaving if this is deemed appropriate to ensure appropriate support is in place.
- Ensuring that an indication of the existence of the additional file is marked on the pupil records.
- Liaising with other agencies and professionals.
- Ensuring that she attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report that has been shared with the parents.
- Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team. Where there are no welfare concerns but there is an unexplained absence for a similar period the matter should be reported to the Education Welfare Service.
- Organising child protection induction, and update training every 3 years, for all school staff.
- Providing an annual report/audit for the directors and the Board of Governors, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and directors; number and type of incidents/cases, and number of children on the child protection register. The DSL will liaise with the nominated Governor in the production of this audit.
- Ensuring that safeguarding is an agenda item for every staff meeting.

5. Supporting Children

5.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

5.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

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

5.4 Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Promoting every child's self-esteem and mental, as well as physical, health.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

6. Confidentiality

6.1 Staff should know how to manage the requirement to maintain an appropriate level of confidentiality.

6.2 The DSL will disclose any information about a child to other members of staff on a need to know basis only.

6.3 All staff must be aware that they have a professional responsibility to share information with the DSL and where appropriate other agencies in order to safeguard children.

6.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

6.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the DOFA on this point.

7. Supporting Staff

7.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

7.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

8. Allegations against staff



8.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

8.2 All Staff should be aware of the school's Staff Code of Conduct which is based on statutory and local guidance.

8.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction and is referred to in our staff handbook, e-safety policy and social media policy.

8.4 We understand that a pupil may make an allegation against a member of staff.

8.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

8.6 The Headteacher on all such occasions will discuss the content of the allegation with the Designated Officer for Allegations (DOFA)

8.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors and the Director's Lead for Child Protection issues without notifying the Headteacher first.

8.8 The school will follow the procedures set out by the LA for managing allegations against a member of staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the DOFA.

8.9 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the DOFA and the Director's Lead in making this decision.

8.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Director's Lead in consultation with the school's governing body with advice as in 7.8 above.

9. Whistle-blowing

9.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

9.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. All staff should feel able to raise concerns about poor or unsafe practice and potential failures in safeguarding regime reporting them to the Headteacher. If the staff member feels unable to raise the issue with the Headteacher or that their concerns are not being addressed they should raise them with the Chair of Governors or Director's Lead on Child Protection (Jason Page). If it becomes necessary to consult outside the school, they should speak in the first instance to the Area Education Officer/DOFA following the school's Whistleblowing Policy.

9.3 Whistle-blowing concerning the Headteacher should be made to Director's Lead on Child Protection (Jason Page).



10. Physical Intervention

10.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be no more force than is needed to prevent injury to the child or another person.

10.2 Such events should be recorded and signed by a witness.

10.3 All staff are aware of the school's Physical Intervention Policy which is issued to all staff.

10.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

10.5 We recognise that some physical contact may be appropriate dependent upon context when working with children. All staff have been given 'Safe Practice' guidance at induction to ensure they are clear about their professional boundary and this referred to in our staff handbook.

11. Anti-Bullying

11.1 Our school policy on anti-bullying is set out in a separate document (Anti Bullying Policy) and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents (Incident Book). All staff are aware that children with SEND and / or differences / perceived differences are more susceptible to being bullied / victims of child abuse. The School Council has also written a Child Friendly Anti-Bullying Policy which is displayed in every classroom, reviewed annually and discussed with pupils frequently.

12. Racist Incidents

12 We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents in the Incident Book.

13. Prevention

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

We recognise that Pupils with additional needs face an increased risk of abuse and neglect. Staff must take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers.

13.2 The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through regular class/circle time, annual review questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty: our nominated adult is Edward Agombar (Advanced Child



Protection L3 trained) and children are aware they can approach any of our teachers/assistants.

- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety (to include cyber bullying and safe internet use), road safety. Also focused work in Year 6/7 to prepare for transition to Secondary school, adult life and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks, including use of social media.

14. Health & Safety

14.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

15. Monitoring and Evaluation

15.1 Our Child Protection Policy and Procedures will be monitored and evaluated by:

- The head teacher / DSL and the Director Lead
- Pupil surveys and questionnaires
- Scrutiny of Attendance data by Head Teacher
- Scrutiny of range of risk assessments by Headteacher
- Scrutiny of staff meeting minutes by Director's Lead
- Logs of bullying/racist/behaviour incidents for Headteacher to monitor
- Review of parental concerns and parent questionnaires by the Governors
- Review of Governors role by Chair of Governors

16. Escalation

Resolution of professional disagreements in work relating to the safety of children:

Occasionally situations arise when staff within one agency feel that the decision made by a member of staff from another agency on a child protection or child in need case is not a safe decision.

Disagreements could arise in a number of areas, but are most likely to arise around:

- Levels of Need
- Roles and responsibilities
- The need for action
- Communication

The safety of individual children is the paramount consideration in any professional disagreement and any unresolved issues should be addressed with due consideration to the risks that might exist for the child.

All members of staff should feel able to challenge decision-making and to see this as their right and responsibility in order to promote the best multi-agency safeguarding practice. The WSCB Escalation Policy (<http://www.wiltshirescb.org.uk/news/wscb-case-resolution-protocol-18/>) provides staff with the means to raise concerns they have about decisions made by other professionals or agencies.

All members of staff should seek advice in the first instance from their designated/nominated safeguarding or child protection lead in order to differentiate between a safeguarding and service decision.



17. This policy also links to our policies on:

- Positive Behaviour
- Staff Code of Conduct
- Whistleblowing
- Anti-bullying (and also pupil-friendly version)
- Health & Safety
- Attendance
- Curriculum
- PSHE including our approach to Sex Ed and relationships
- Teaching and Learning
- Medical Conditions
- Drugs Policy
- Physical intervention
- E-Safety
- Recruitment
- Intimate Care
- Social media

Last updated September 2020. This policy has been approved by the Governing Body.



Appendix One: Recognising signs of child abuse

All School staff members should be aware of the signs of abuse, neglect and radicalisation so that they are able to identify cases of children who may be in need of help or protection. All school members have read and understood KCSIE 2019 Annex A and Part 1

The following may help staff to be aware of possible signs of abuse - There are further sources of information such as 'What to do if you're worried a child is being abused' and the NSPCC website. However, such lists are not exhaustive - if staff members are unsure they should always seek advice and report concerns even where signs/indicators are not present. Staff should also be alert to behaviours or circumstances that put children in danger, such as drug taking, alcohol abuse, self-harm, truanting, cyber bullying and sexting. Assessment of abuse should be contextualised taking into account all a child's social sphere not just that at school.

There may also be other signs of abuse specific to female genital mutilation, and to radicalisation of young people.

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:



- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)

- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life
- Scars
- A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural. Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate there may be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity including any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent – agreement including all the following:

Understanding based on age, maturity, development level, functioning and experience

Knowledge of society’s standards for what is being proposed

Awareness of potential consequences and alternatives

Assumption that agreements or disagreements will be respected equally

Voluntary decision

Mental competence

- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Child Sexual Exploitation

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

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Neglect



Neglect is an omission of care leading to a commission of harm. It is the failure to meet the needs of a child (emotional or physical) by those responsible for doing so. Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Children Missing from Education

A child going missing from an education setting is a potential indicator of abuse and neglect. Staff should treat prolonged or repeated absence, or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Staff are aware that they should never attempt to intervene directly as a school or through a third party but contact the relevant authority without delay.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. If a member of staff discovers that an act of FGM appears to have been carried out, s/he must report this to the police.

What is FGM? It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out? Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable



- Mistakenly believed to make childbirth easier

Is FGM legal? FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay.

Female Genital Mutilation and Forced Marriage are regarded as examples of **Honour Based Violence**. This is defined as "Abuse committed in the context of preserving "honour" and often involves a wider network of family or community pressure and can include multiple perpetrators.

Upskirting

All staff should be aware that 'upskirting' is now a criminal offence. This term refers to "taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm"

Serious Crime

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

Peer on Peer Abuse

Not all abuse is perpetrated by adults. Sometimes children are abused by other children. All staff should recognise that children are capable of abusing their peers. This is most likely to include, but is

not limited to: bullying (including cyber bullying), gender based violence, sexual assaults, and sexting. Children can also be involved in the criminal or sexual exploitation of other children and in sexual violence or sexual harassment of other children. Peer on peer abuse should be recognised as such and never be tolerated or passed off as 'banter' or 'part of growing up'. Pupils are taught to recognise such behaviours as abuse as part of the School's approach to safeguarding education. Any allegation of such abuse will be promptly and thoroughly investigated, and treated according to its gravity. The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding procedure is, subject to local specifics as in any other case, when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school's response will include referral to children's social care or the police. Victims will be supported within the pastoral care structure, taking account of their views and feelings. All children involved, whether perpetrator or victim, will be treated as 'at risk'. Allegations of peer pressure will be investigated, recorded and dealt with as any other form of child abuse.



Appendix Two: The Prevent Duty

Prevent duty

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

Staff are reminded that they now have a statutory duty to raise any concerns they have with regard to children at risk of radicalisation.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel.

Channel Training

'Channel' is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs. Staff can complete a short general awareness course online here: <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Actions that may help prevent radicalisation include:

- Ensure colleagues and partners are aware of how to report any potentially relevant information or concerns
- Promote an understanding amongst colleagues and partners of how to identify indicators of terrorism
- Promote an understanding amongst colleagues and partners of how to identify potential signs of individual vulnerability to radicalisation.

The School has produced a referral form, in line with Government guidance, to help staff who are concerned that a child may be at risk of radicalisation report these concerns and assess the risks involved. It is available from the School website:

http://www.calderhouseschool.co.uk/assets/uploads/CHS_Prevent_Referral_Form.pdf

- The DfE provides a dedicated telephone helpline for non-emergency advice for staff and governors with enquiries relating to Prevent: 020 7340 7264



Appendix three: Safeguarding Flowchart (1): What to do if you are worried a child is being abused or neglected

A member of staff has a concern about a child's welfare

Staff should always be alert to signs of abuse and question unusual behaviour.

Where a young person discloses abuse or neglect

- Listen to the child. Take their allegations seriously.
- Reassure the child that you will take action to keep them safe
- Do not promise to keep secrets.
- Make a written record of what the child tells you.
- Explain to the child what you are going to do next.
- Do not question the child further or attempt to question the alleged abuser.

Discuss concerns with the Designated Safeguarding Lead (DSL).

- The DSL at Calder House is Julie Delahay
- If the matter involves Julie Delahay, or she is unavailable, it should be brought to the attention of Jason Page, the Deputy DSL or Karen Prees (Chair of Governors).
- A written record of the matter will be kept in the Child Protection Issues Raised folder which is kept in a dedicated locked cabinet in the Head Teacher's office.
- If the matter involves Julie Delahay, Jason Page and Karen Prees, it should be investigated by Anne O'Doherty (headteacher at the Dominie School in London). Staff should contact Mrs O'Doherty directly on 0207 720 8783.
- A member of staff should contact Children's Social Care directly only in exceptional circumstances and are asked to advise the DSL or Deputy DSL that they have done so.

The child is judged to be in real and immediate danger: dial 999 and ask for Police assistance.

There is a safeguarding concern: the matter should be referred to Family and Children's Services

- During Office Hours: contact the Multi Agency Safeguarding Hub (MASH) on 0300 4560108.
- Out of Hours: contact the Emergency Duty Team on 0300 456 0100

Children's Social Care will:

- Acknowledge receipt of the referral
- Decide (within 24 hours) on next steps
- Inform the referrer of the course of action that has been decided

There is not a safeguarding concern:

- The DSL will carefully consider if the child/family has any further needs which ought to be addressed.
- The DSL will consult with family and relevant agencies and undertake a Common Assessment (Early Help CAF) if required.
- The member of staff who made the referral will be informed of the outcome.

Appendix three: Safeguarding Flowchart (2): Allegations Against Adults

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

Where a young person discloses abuse or neglect

- Listen to the child. Take their allegations seriously.
- Reassure the child that you will take action to keep them safe
- Do not promise to keep secrets.
- Make a written record of what the child tells you.
- Explain to the child what you are going to do next.
- Do not question the child further or attempt to question the alleged abuser.

Report immediately to the Designated Safeguarding Lead (DSL).

- The DSL at Calder House is Julie Delahay
- If the matter involves Julie Delahay, or she is unavailable, it should be brought to the attention of Jason Page, the Deputy DSL or Karen Prees (Chair of Governors).
- A written record of the matter will be kept in the Child Protection Issues Raised folder which is kept in a dedicated locked cabinet in the school office.
- If the matter involves Julie Delahay, Jason Page and Karen Prees, it should be investigated by Anne O'Doherty (headteacher at the Dominie School in London). Staff should contact Mrs O'Doherty directly on 0207 720 8783.
- A member of staff should contact Designated Officer directly only in exceptional circumstances and are asked to advise the DSL or Deputy DSL that they have done so.

Unless there is clear evidence to prove that the allegation is incorrect, the DSL **must** report the allegation within one working day to the Designated Officer for Allegations (formerly known as LADO).

Designated Officer (direct line): 01225 713945

The Designated Officer 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 an appropriate response with the school.

If the allegation threshold is met: a strategy meeting will normally be held either by phone or in person. Normally a senior manager/ safeguarding lead, the 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.

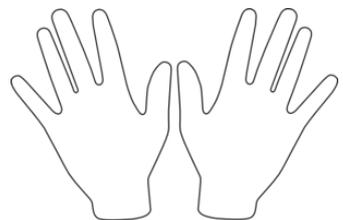
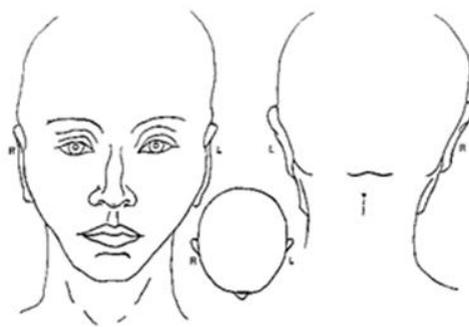
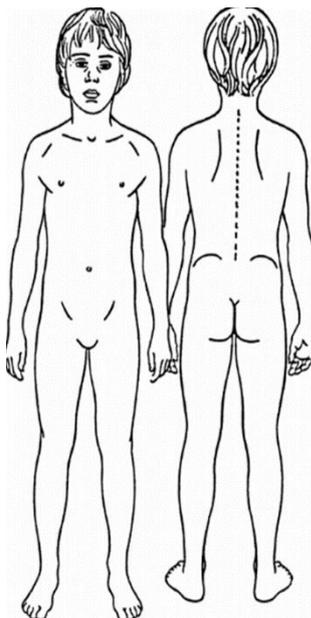
Appendix Four: Recording Concern Form – Part A

Complete Part A this form every time you have a concern about a pupil.
(The Designated/Deputy Safeguarding Lead will complete **PART B**)

Child's name			
Date of birth			
Name of member of staff reporting the concern		PLEASE PRINT	
Signature			
Date		Time	

Concern- Use the body- map below to show any marks or injuries.	
Additional form used?	Yes / No

Children must not be undressed or photographs taken of any marks or injuries



Appendix Four: Recording Concern Form – Part B

To be completed by the school's Designated/Deputy Safeguarding Lead

Child's status with Early Help or Children's Social Care (please tick & add name where known) at time of initial report				
None	CAF	Known to Social Care	Allocated social worker	Child Protection Plan
Name of allocated worker				

Name of D/DSL reviewing the concern			
Name of person taking action	Action	Date	

Feedback given to person who raised the concern?			
Name		Date	Y / N



Appendix Five: Useful Contacts

Because Calder House is located in Wiltshire, the first point of contact should always be Wiltshire LA's Safeguarding Team.

Wiltshire's Integrated Front Door (IFD) provided a central resource for child protection resources and can be accessed online:

<https://www.wiltshire.gov.uk/children-young-people-protection>

Wiltshire Council Customer Services: 0300 4560100
(Wiltshire Council's working hours are Mon-Thu 0900-1700, Fri 0900-1630)
Wiltshire Multi-agency Safeguarding Hub (MASH): 0300 4560108
Wiltshire Out of Hours Emergency Duty Service: 0300 4560100

Additionally, because a number of other LAs place pupils at Calder House, the following contact may also be useful:

B&NES:

Children's Social Care Team: 01225 396312 and 01225 396313
Out of Hours Emergency Duty Team: 01454 615 165

South Gloucestershire:

South Gos. Children's Services, Advice Assessment Service, North: 01454 868700
South Gos. Children's Services, Advice Assessment Service, South: 01454 868541
South Gos. Children's Services Emergency/Out of Hours: 01454 615 165

Swindon:

Swindon Children and Families referral team, Multi-Agency Safeguarding Hub: 01793 466903
Swindon Out of Hours Emergency Duty Service: 01793 436699

Somerset:

Somerset Direct (Somerset Children and Young People's Services, Referral Team): 0300 1232224
Somerset Out of Hours Emergency Duty Team: 0300 1232327
Helpline for Children's Designated Safeguarding Leads: 0300 1233078

Bristol:

First Response Team for Bristol and referrals: 01179 036444
Bristol Emergency Duty Team Out of Hours: 01454 615 165

North Somerset:

North Somerset Children's Services, Advice and Assessment Service: 01275 888808
North Somerset Out of Hours Service: 01454 615 165

National organisations that offer guidance on Safeguarding Issues

Calder House recognises that expert and professional organisations are well placed to provide up-to-date guidance and practical support on specific safeguarding issues. These include:

- NSPCC offers safeguarding information for schools and colleges on the TES website and also on its own website <http://www.nspcc.org.uk>
- CEOP (www.ceop.police.uk) offers safeguarding advice related to online safety
- The DfE provides a dedicated telephone helpline for non-emergency advice for staff and governors with enquiries relating to Prevent: 020 7340 7264



- Schools and colleges can also access broad government guidance on a wide range of issues related to safeguarding via the GOV.UK website (<https://www.gov.uk>)
- Independent Schools Inspectorate (ISI) (2019) Inspection framework: <https://www.isi.net/site/>
- Ofsted (2019) The education inspection framework: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf
- Ofsted (2019) Inspecting safeguarding in early years, education and skills settings: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828465/Early_years_inspection_handbook.pdf
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 <https://www.legislation.gov.uk/ukdsi/2019/9780111181997>

The following resources are designed to support schools with **online safety**

- Department for Education: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf
- The UK Council for Child Internet Safety (UKCCIS): <https://www.gov.uk/government/publications/education-for-a-connected-world>
- The PSHE Association: <https://www.pshe-association.org.uk/>
- Be Internet Legends by Parent Zone and Google: https://beinternetlegends.withgoogle.com/en_uk



Appendix Five: Visitors Procedures

1. All visitors are to be directed to the office, or to be met upon arrival by a member of staff.
2. All visitors are to sign in and out in the visitors' log.
3. All visitors are required to read and sign as having agreed to observe the school's Code of Conduct and shortened safeguarding policy which is kept with the log.
4. All visitors who are not from an LA or another school but who are permitted unsupervised access to any pupil, must be asked to produce a current DBS certificate, and the certificate number is to be noted in the log.
5. Parental consent for all visitors working unsupervised with a child will be obtained in writing.
6. No other visitors are to be left unaccompanied on school premises when children are present.

