



# Homefield Preparatory School

## Child Protection and Safeguarding Policy

(Inclusive of Lower and Upper School)

Mr Z Siva, Deputy Headmaster	Lead Designated Person (including EYFS)
Mrs E Field, Head of Lower School	Designated Person
Mrs E Auty, Head of Inclusion	Designated Person
Mrs I Alcobia, Head of Year	Designated Person
Mrs K Leung, Head of Year	Designated Person
Mrs M Mach	Designated Person
Mr E Smith, Head of Year	Designated Person
Mrs E Rix	Child Protection Link Governor

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This Safeguarding policy is based on guidelines and legislation outlined in the following document:

[Keeping Children Safe in Education \(updated with effect 1st September 2022\)](#)

### **Safeguarding or Child Protection**

This policy applies to all staff coming into contact with children in all sections of the school; 'All staff' in this policy includes teaching staff, classroom assistants, administrative and estates staff and peripatetic tutors.

The definition of safeguarding is as follows:

"Protecting children from maltreatment; preventing impairment children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; taking action to enable all children to have the best outcomes"

*From the document 'Keeping Children Safe in Education'*

Safeguarding is a proactive process of ensuring control measures are in place in advance of any contact with children. This should include:

- Ensuring staff are properly checked when they are recruited.
- Guidelines for people who come into contact with children as part of their role to ensure they know what they need to do to keep children safe.
- Guidelines for planning an event or activity with children and putting measures in place to minimise the risk of safeguarding issues occurring.
- Staff deployment to ensure that pupils are properly supervised at all times.

### **Policy Statement**

We recognise that children and young people have a fundamental right to be protected from harm and that pupils cannot learn effectively unless they feel secure. The School will, therefore, provide an environment which promotes self-confidence, a feeling of worth and the knowledge that students' concerns will be listened to and acted upon.

This policy sets out Homefield Preparatory School's Child Protection procedures and is based upon the guidelines published in 'Keeping Children Safe in Education', DFE, 2022

The School will act in accordance to locally agreed inter-agency procedures (Sutton Local Authority).

Copies of this policy are available to parents on request from the School Office either in person or by post. In addition, this policy may be downloaded from the school's web site.

The code of conduct for staff in relation to this policy is detailed in page 16 of this policy and these expectations are also supported within our Staff Handbook.

Whistleblowing procedures are also referenced in staff training, and in our Staff Handbook and Whistleblowing Policy.

### **Safer Recruitment, Agency Staff, Volunteers and Visitors**

The school operates safer recruitment procedures. All successful candidates for employment within the school are positively vetted and satisfactorily cleared with respect to a fully completed and signed application form, official proof of identity, written references, medical fitness, qualifications, and the right to work within the UK.

Homefield adopts the safer recruitment procedures outlined in Part 3 of the document 'Keeping Children Safe in Education, Safer Recruitment'. The school ensures that

appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site. This procedure also ensures that key members of staff have undertaken certified safer recruitment training in order to support the quality of safe recruitment process.

All staff, volunteers, and members of the Board of Governors are required to hold satisfactory enhanced clearance from the Disclosure and Barring Service (DBS), ensuring 'children's workforce independent schools' is specified in the parameters for the barred list check. These checks are undertaken irrespective of whether the post is teaching or non-teaching, or full-time or part-time, paid or voluntary. Candidates from overseas will be subject to an additional check through their home country. The school does not accept CVs in place of standard application packs, in accordance with training guidance in *Safer Recruitment*. Where parents or volunteers accompany School day trips they remain under the supervision of our DBS checked staff at all times and do not take sole responsibility for pupils or groups of pupils.

A central record is held in school to verify that the qualifications, medical fitness, right to work within the UK and employment references of staff have been checked and file copies taken.

In the case of agency staff, the agency must provide the School with written confirmation that the identity, qualifications, medical fitness, right to work in the UK, background and references of that person have been verified and that a satisfactory enhanced DBS clearance has been obtained. The Agency must provide the School with written confirmation of the date and number of that person's enhanced DBS certificate. Agency staff must also provide official photographic verification of their identity, such as a passport or photo driving licence, when they first arrive at the school.

Where the school uses external companies for activities such as residential and day trips, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Written confirmation will be taken from the external company that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

The School has taken steps, under the KCSIE statutory guidance, to have regard for staff appointments under the Disqualification under the Childcare Act 2006, as we have Under 8s on the premises. We have:

- Informed all staff of the legislation.
- Taken steps to gather the relevant information regarding disqualification or that by association.
- Kept records in staff personnel files of all returns countersigned by the Headmaster.

A Section 128 Direction Check is undertaken on all members of the management team as well as members of the Governing Body.

### **Responsibilities of Designated Safeguarding Lead and Designated Persons**

The member of the leadership team, appointed by the Headmaster, with responsibility for safeguarding lead is Mr Zak Siva. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). The DSL will maintain an overview of safeguarding (including training of staff), open channels of communication with local statutory agencies and monitor policies and procedures in place. His role will be exercised in conjunction with other designated staff.

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children](#). [NPCC- when to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

The other Designated Persons are listed on Page 1.

We will always ensure there is a designated person on site when the School is open.

The Governor with responsibility for Child Protection and Safeguarding is Mrs Emma Rix. The Governors formally consider Child Protection issues at every Educational and Pastoral review meeting each term. The Governing Body, as a whole, will review safeguarding procedures at least annually.

The named persons shall be made known to members of staff, visiting teachers and parents alike; as the designated persons to whom concerns will be addressed. If the concern is about the designated person a report should be made to the Headmaster or the Chair of Governors.

Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole

The Designated Safeguarding Lead will:

- Take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role-holder's job description.
- Co-ordinate and draw upon the other Designated Persons to ensure practice matches policy.
- Ensure that they and the Designated Persons undertake appropriate refresher training.

- Ensure all staff are familiar with school and Sutton LA guidelines for identifying and reporting abuse, including allegations of abuse against staff.
- Ensure the school operates an effective Child Protection Policy.
- Be the Prevent lead and liaise with the Headmaster to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#)
- Ensure all staff and volunteers, part-time and full-time, receive training in safeguarding and child protection as part of their induction upon joining the school, and that their training is updated regularly.
- Ensure staff are aware that referrals can be made without parental consent.
- Be responsible for coordinating action and liaising with other agencies and support services over child protection issues and maintaining confidential records of all child protection casework.
- Monitor and report as required on the welfare, attendance and progress of pupils on the Child Protection Register or the Child in Need Plan. They will keep clear, dated, factual and confidential records in a locked filing cabinet.
- Attend multidisciplinary meetings concerning the child and inform the Headmaster of any decisions that have been made concerning the child's welfare.
- Ensure that the school carries out its duties to report suspected abuse to the Sutton Children's First Contact Service (CFCS) and to assist those departments acting on behalf of the child in need or enquiring into the allegations of child abuse.
- Keep all safeguarding policies under regular review. A safeguarding report is to be completed each term for the Education and Pastoral Committee. A full report should be submitted yearly to the Board of Governors.
- Prior to transferring child protection files, the DSL will share all relevant information with schools and local authority.

### **Responsibilities of all Staff for Child Protection:**

Staff must be able to identify signs and symptoms of abuse and act upon them. Where there is concern this must be reported to the Designated Safeguarding Lead or Designated Persons without delay and with confidentiality. The Designated Safeguarding Lead and any Deputies are most likely to have the complete picture and be the most appropriate person to advise on the response to safeguarding concerns.

All staff will:

- Read and understand Part 1 of the KCSIE and Annex B.
- Be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication
- Take any concerns to the Designated Safeguarding Lead as soon as possible, or in their absence seek advice from the other Designated Persons.
- Be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.
- Ensure all personal mobile devices and cameras are kept out of reach and view of pupils in EY in order to safeguard our youngest pupils.
- Consider whether children are at risk of abuse or exploitation in situations outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- Be aware that referrals can be made without parental consent.
- The Designated Persons will then follow relevant guidelines including Sutton LA child protection procedures and those set out here in the Homefield Preparatory School Policy on Safeguarding and Child Protection.
- Receive training updates at least annually.
- Be empowered, in exceptional circumstances, to refer matters directly to Sutton LA CFCS, or other external agencies such as the Police.
- Will record comments/reports as quickly as possible (the pro-forma in Appendix 1 should be used in conjunction with MyConcern). Information should be shared with colleagues on a 'need to know' basis. Staff will be spoken to directly and confidentially by the Designated Safeguarding Lead.
- Be familiar with Whistleblowing Policy and to whom and how to report allegations against other school staff following the guidelines issued by Sutton LSCB (see appendix).
- If an allegation is against the Designated Persons, then staff should report to the Headmaster or to the Chair of Governors.
- Seek advice from Sutton CFCS who will inform the Designated Persons of the next steps to take concerning the allegation.
- Create an open environment by encouraging pupils to discuss any concerns they may have with a member of staff that they would feel confident to approach.
- Understand Contextual Safeguarding by considering whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. If concerns are raised this should be shared with the DSL, who will follow the protocol and where necessary seek advice from CFCS.
- Recognise that early intervention is important: 'Early help' at Homefield rests largely in the pastoral care and attention given by form tutors working closely with the senior

pastoral team and the DSL, but is also the responsibility of all staff. Where any early or low level concern arises staff will escalate to DSL may draw up a pastoral plan to support specific needs or situations (where necessary taking advice from Sutton LADO).

- Recognise that children with SEN and/or disabilities may be especially vulnerable in term of safeguarding and take necessary steps to ensure they are protected. Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration; these children being more prone to isolation by a group or groups of children or bullying (including prejudice-based bullying) than other children the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in managing or reporting these challenges.
- Ensure that all visitors and volunteers to the school are never left unsupervised.
- Adopt a child friendly approach and positively observe our behavior management policies.
- Adopt Safeguarding guidelines through codes of conduct for members of staff and all adults working at the school. Adult workers include sports coaches, peripatetic music teachers and adults running school clubs, parents and volunteers.
- Ensure good and safe working/playing practices.
- Share information about concerns with children and parents and others who need to know.
- Provide information as required to the Leadership Team.
- Observe procedures relating specifically to bullying, away trips, transport and use of photography.

A useful guidance document can be found at:

<http://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

## **'PREVENT'**

### **Duties of Members of Staff**

All members of staff are made aware through staff induction, and INSET of their fundamental responsibilities. The Performance Management Policy for Teachers requires reviewers to evaluate their reviewees against the Standards for Teachers, including these elements in:

- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and respect, and tolerance of those with different faiths and belief.

- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must not promote partisan political views in the teaching of any subject and are required to ensure that whenever political issues are brought to the attention of pupils a balanced presentation of the opposing views is offered. This requirement applies not only during scheduled lessons but in all other contexts.

Staff should be aware of the government's counter-terrorism strategy through the PREVENT programme. Where there are concerns of extremism, radicalisation or extended unexplained absences then these concerns should be passed on in line with Safeguarding procedures in this policy. This link provides further resource and information:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

### **The Curriculum and combating extremism**

The School's curriculum and values include the following; the acceptance of personal responsibility; equal value accorded to all persons; courtesy, moral courage and integrity.

The promotion of both (a) personal responsibility, understanding of the differences between right and wrong and respect for the civil and criminal law and (b) an understanding of how individuals can contribute to the well-being of those in the locality and beyond are addressed in many different subjects and contexts, including assemblies and within the 'Go Givers' curriculum programme. Staff resources are available at: <http://www.citizenshipfoundation.org.uk/main/page.php?>

Homefield takes pride in the personal and spiritual development of its young people and seeks to provide every opportunity for pupils to become positive and emotionally resilient adults with the knowledge and confidence to stand by their own convictions.

Some of the most valuable work at Homefield Preparatory School in combating extremism is carried out in TPR and PSHE lessons.

### **Online Safety**

The School maintains appropriate internet filters and monitoring systems to protect pupils from potentially harmful material and will be informed in part, by the risk assessment 37 required by the Prevent Duty.

Children should only use school-approved hardware/software on site and be overseen by staff when using IT. Mobile phones/internet enabled devices are not allowed to be used on the school site, school trips or school buses.

The Computing/IT curriculum contains specific study on safer use of IT and is a core component of this aspect of the curriculum. Aspects of this work may also be seen in PHSE schemes of work, within areas such as School Assemblies and through external speakers.

Where staff see a concern (also with reference to the PREVENT duty below) then it should be escalated to the Designated Safeguarding Lead as with any other safeguarding issue. Where necessary the DSL will direct the School Computer Technician to undertake full search and analysis of internet usage.

### **Teaching Pupils about Safeguarding**

As well as online safety (above) all children have the opportunity to learn about safeguarding through:

- IT curriculum
- PHSE scheme of work
- School assemblies
- Tutorial time

Homefield Preparatory School's curriculum offers important opportunities for helping pupils to learn behaviours and skills which will help them keep safe, for example through the social skills curriculum. Some pupils may have little awareness of danger, including of others who might wish to exploit their lack of awareness or understanding.

It is also important that such work does not cause anxiety or upset normal, stable relationships between parents and carers and their children.

Each learning environment has a display that identifies the DSL and Deputy DSLs and who they can speak to should they have a concern.

Relationships Education and/or Relationships and Sex Education (RSE) Relationships Education and/or RSE is compulsory from September 2021 although the School has flexibility to decide how it discharges its duties within the first year of compulsory teaching. The School will have regard to the DfE's statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education when making arrangements for and teaching Relationships Education and/or RSE.

{Relationships Education and/or RSE will form part of the School's PSHE programme}

Some curriculum activities may take place away from the main site, for example in venues such as swimming pools or leisure centres. These activities may only take place if the School receives satisfactory assurances that all staff who may work with Homefield pupils off-site have been subject to the same rigorous checks and procedures, including enhanced DBS disclosures, required of Homefield Preparatory School staff.

## **Training for Members of Staff**

Homefield Preparatory School will:

- Ensure that staff receive appropriate and regular training (at least annually), including the Designated Persons and Headmaster.
- Ensure all staff read and sign part one for KCSIE. -
- Ensure the induction training of all staff includes:
  - The Child Protection Policy
  - The Staff Code of Conduct
  - Whole School Behavioural Policy
  - The identity of Designated Safeguarding Lead and Designated Persons
  - Whistleblowing
  - A copy of part one of the KCSIE. (Inclusive of Annex B)

Education and training in the basics of Safeguarding will apply to all staff members and volunteers working with the pupils. Homefield Preparatory School is committed to the continuous updating and review of our current Safeguarding Policy. Training sessions will be of appropriate duration to ensure all staff are brought fully up to date.

All new staff and volunteers should receive induction and training appropriate to their role. Training should be updated and reviewed regularly for new staff/volunteers and in line with changing legislation. We will also, where appropriate, provide safeguarding information or workshops for parents.

Children have the right to be safe. All teachers/coaches should ensure that this fundamental principle takes precedence over all other considerations.

## **Confidentiality**

When dealing with disclosures from pupils, staff cannot promise to keep 'secrets', as we may need to refer concerns to appropriate Designated Persons or external safeguarding agencies. Information of a confidential nature will only be communicated on a 'need to know' basis, with the welfare of the child paramount. Considerations of confidentiality will not be allowed to override the rights of children or young members to be protected from harm.

This Safeguarding Policy is displayed on the school website and is available within school premises for all interested parties to read.

## **Abuse and harmful behaviour**

It is necessary to consider:

- What abuse is and what it looks like
- How it can be managed
- What appropriate support and intervention can be put into place to meet the needs of the individual
- What preventative strategies may be put in place to reduce further risk of harm

Abuse is abuse and should never be tolerated nor passed off as humour or part of growing up. It is important to consider the forms abuse may take and the subsequent actions required.

- Children are vulnerable to abuse by other children. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.
- It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.
- Children can abuse other children. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

## **Recognising Types of Abuse**

We recognise the distinction between children in need (see our Pastoral Handbooks and Policies which detail support) where more urgent action is required for children at risk.

There are four main types of abuse:

### **Physical Abuse**

Physical abuse is the deliberate physical injury to a child, or the wilful or neglectful failure to prevent physical injury or suffering. This may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, confinement to a room or cot, or inappropriately giving drugs to control behaviour.

### **Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve 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 ill treatment of a child, though it may occur alone. Domestic violence, adult mental health problems and parental substance misuse may expose children to emotional abuse.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or the production of pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Neglect**

Neglect is the persistent failure to meet a child's physical, emotional and/or psychological needs, likely to result in significant harm. It may involve a parent or carer failing to provide adequate foods, shelter and clothing, failing to protect a child from physical harm or danger, failing to ensure access to appropriate medical care or treatment, lack of stimulation or lack of supervision. It may also include non-organic failure to thrive (faltering growth).

### **Grave Concern**

Children whose situations may not fit the above categories but for whom there is significant risk of abuse.

### **Indicators of Abuse**

The following is a list of **some** indicators of abuse, but by no means is it exhaustive. Staff should use their professional judgment if they have concerns regarding a child and follow the procedures highlighted in this policy:

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
Unexplained bruising in soft tissue areas Repeated injuries Black eyes Injuries to the mouth Torn or bloodstained clothing Burns or scalds Bites Fractures Marks from implements Inconsistent stories/excuses relating to injuries	Unexplained changes in behaviour - becoming withdrawn or aggressive Difficulty in making friends Distrustful of adults or excessive attachment to adults Sudden drop in performance Changes in attendance pattern Inappropriate sexual awareness, behaviour or language Reluctance to remove clothing

If there has been a new 'significant' injury to a child outside school, then the parent/carer should be asked to provide a letter stating exactly how the injury occurred.

### **Safeguarding issues**

Staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing educations and sexting (also known as youth produced sexual imagery) put children in danger.

### **Domestic Abuse**

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

### **Child Sexual exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse; CSE is a form of child sexual abuse involving physical contact or nonpenetrative acts. Both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be the financial benefit or the other advantage (such as increases status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse

can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence, Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

### **Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

### **Children and the court system**

Children and the court system Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#). The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### **Children missing from education (CME)**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks

of a child going missing in future. Staff should be aware of their school's unauthorised absence and children missing from education procedures.

### **Children with family members in prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children

### **Serious Violent Crime**

Staff should be aware of the indicators that may signal a boy is at risk from, or involved with, serious violent crime. Such indicators include:

- Increased absence
- Change in friendship or relationship with older individuals or groups
- A significant decline in performance
- Sign of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gift or new possession

This link provides further resource and information:

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

**The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.**

### **Modern Slavery and the national referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

## Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: [Cyber Choices](#), '[NPCC- When to call the Police](#)' and [National Cyber Security Centre - NCSC.GOV.UK](#)

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs

and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the Designated Safeguarding Lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

### **So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### **Actions**

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

## FGM

FGM comprises 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 mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, 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. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#). Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack particularly section 13](#).

### 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 perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at <https://www.gov.uk/guidance/forced-marriage>. School staff can contact the Forced

Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmufcdo.gov.uk](mailto:fmufcdo.gov.uk).

## **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The designated safeguarding lead should consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives. Statutory guidance on Channel is available at: [Channel guidance](#).

## **Additional support**

The Department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning offers](#) an introduction to the Prevent duty.
- [Prevent referrals e-learning supports staff](#) to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation. For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals. The ETF Online Learning environment provides online training modules for practitioners, leaders and managers,

support staff and governors/Board members outlining their roles and responsibilities under the duty.

## **Reporting Concerns**

Where a staff member has a concern about a child, he/she will need to decide what action to take. The concern should be discussed this with the DSL or Deputy DSL, ensuring appropriate advice can be given. Possible courses of action include referral to social services, referral to other agencies, or an early help assessment.

Where a child is in immediate danger or at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. **It is most important that staff recognise the difference between a 'concern' about a child and a child 'in immediate danger or at risk of harm'**. With the later, the response and escalation must be, as soon as practicable, immediate, and will always involve both the immediate attention of the DSL, as well as rapid (same day) escalation to the Sutton LA LADO and/or to the Police. Staff will usually consult with the DSL but, in circumstances where this is not possible, all staff are empowered to escalate to children's services/police immediately.

**If a member of staff suspects any type of abuse, the Designated Person for Child Protection shall be informed immediately and:**

- The Designated Safeguarding Lead will assess information given and consult with Sutton CFCS.
- Depending on the outcome of the referral to CFCS, a multi-agency case conference may be convened. The outcome of this will depend upon the particular circumstances of the case but it may result in the child's name being entered on the child protection register.
- The Designated Safeguarding Lead will keep the child's class teacher and other key workers informed of developments on a 'need to know' basis.
- Every attempt will be made to offer support for the child at school and it is hoped that the school will continue to provide an environment in which he spends the school day in safety.

## **Responding to Disclosure of Abuse**

Always:

- Record what has been said as soon as is practically possible and in the child's own words (avoid asking 'leading' questions) **and use the pro forma in Appendix 1.**
- Remain sensitive and calm.
- Reassure child that they:
  - are safe
  - were right to tell
  - are not to blame

- are being taken seriously
- Let child talk - don't interview!
- Listen and hear, give the person time to say what they want.
- Ensure a positive experience.
- Explain that you must tell, but will maintain confidentiality.
- Tell child what will happen next.
- Involve appropriate individuals immediately.
- Stay calm.
- Reassure them that they have done the right thing in telling and that it will be dealt with appropriately.

Do not:

- Question unless for clarification.
- Make promises you cannot keep.
- Rush into actions that may be inappropriate.
- Make/pass a judgment on alleged abuser.
- Take sole responsibility. Consult the Designated Safeguarding Lead so you can begin to protect the child and gain support for yourself.

**All Safeguarding concerns, discussions and outcomes will always be recorded in writing (see appendix for pro-forma) and kept securely by the DSL.**

In addition, Homefield Preparatory School recognises that we have a responsibility to:

*“protect children from bullying and to have policies and procedures in place to do so ...”*

Adults should challenge bullying in any form i.e. physical or emotional. Physical bullying can take the form of attacks, such as hitting, kicking, taking or damaging belongings. Emotional bullying may be a verbal assault, including name-calling, insults, repeated teasing, sectarian/racist assaults, or it may take more indirect forms, such as spreading malicious gossip, rumours or excluding someone from a social group. Bullying is not an accepted behaviour towards anyone at Homefield Preparatory School be they child, teacher, support staff, volunteer or parent. Anyone found to be bullying others will be dealt with seriously both in regards to the behaviour exhibited and the reasons for the behaviour. This school has a Preventing and Tackling Bullying Policy in place.

### **Confidentiality**

By its nature, child protection involves issues of confidentiality and sensitivity. Nevertheless, all staff have a duty to share relevant information with interested parties and agencies. If a student confides in a member of staff, that member of staff must sensitively explain that some issues may need to be referred on to others for the pupil's own sake. It is important that adults avoid the use of leading questions in talking with pupils.

Safeguarding procedures must be followed when any disclosure is made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations **other than** those involving safeguarding and child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

The Designated Safeguarding Lead hold all records and documentation relating to casework involving child protection issues in a locked cabinet, separate from other pupil records.

### **Abuse by another pupil**

Child abuse is not just an adult crime. A distinction needs to be made between behaviour best dealt with by the Homefield Preparatory School Preventing and Tackling Bullying Policy and more complex behaviour which can be sexually harmful and where both the perpetrator and the victim need help. This can take place inside or outside of school or online. Abuse can take many forms and staff should be mindful of situations that might involve 'banter', 'sexting', 'sexual harassment', 'upskirting', or 'sexual violence' as this has become more prevalent with younger children. Should such abuse come to light then a referral will be made by the Designated Safeguarding Lead and to Child Protection to CFCS as a matter of urgency. Other agencies, including the Metropolitan Police Service will be involved in consultation with the CFCS Team.

All staff must challenge abusive behaviour between children with appropriate support for victims, perpetrators and any other children affected.

### **Mental Health**

- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact their mental health, behaviour and education.

- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy and speaking to the designated safeguarding lead or a deputy.

### **Safeguarding and Child Protection Referrals: Links with Other Agencies**

Homefield Preparatory School recognises that effective communication between different agencies is important in achieving effective co-operation in suspected or actual incidences of child abuse.

To help achieve this, Homefield Preparatory School will liaise, co-operate and maintain effective working relationships with relevant officers and organisations in any issue concerning child protection, including Social Services, the pupil's LA, the Metropolitan Police Service, and the Health Service.

Referrals can be made without parental consent.

The Sutton (CFCS) Team has the responsibility for child protection and monitoring of children who are at risk of harm within Sutton.

All referrals should be made to:

Children's First Contact Service (CFCS)

Sutton Civic Offices

St Nicholas Way

Sutton

SM1 1EA

Tel: 020 8770 6001

Telephone:

020 8770 6001 (main number)

020 8770 5000 (Out of Hours & Weekend)

020 8770 5590 (Education)

Email: [childrensfirstcontactservice@sutton.gov.uk](mailto:childrensfirstcontactservice@sutton.gov.uk)

Other useful agencies include:

The Child Exploitation and Online Protection Centre: [www.ceop.police.uk](http://www.ceop.police.uk)

The NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk) Tel: 0808 800 5000 or Text Anonymously: 88858

Pupils may also wish to speak in confidence to outside agencies such as Childline: 0800 11 11 or [www.childline.org.uk](http://www.childline.org.uk). This information is also publicised within the school on noticeboards.

## **Information Sharing**

If a subject access is requested, under the GDPR and Data Protection Act 2018, where the serious harm test is met we will not provide educational data on individual pupils'.

## **Staff Code of Conduct including Physical Contact with Children**

Staff have a duty to ensure that they do not place themselves in situations where their behaviour and actions may put pupils or themselves at risk of harm, or allegations of harm, to a pupil. Staff are in a position of great trust and they should conduct themselves in a professional manner. This includes maintaining appropriate boundaries between themselves and pupils and between their private life and school life. Staff should dress appropriately as befits professionals. When working with pupils on a one-to-one basis, staff should ensure that the room door is kept open. There should be no inappropriate or unnecessary contact between staff and pupils outside school, including by email, 'phone, text or otherwise. It is not appropriate for staff to offer lifts to pupils.

Staff must be aware of the appropriate use of digital recording equipment. Personal camera phones should not be used to take pictures of pupils and staff should use school digital cameras to take pictures whenever possible. If a personal camera is used then images are not to be downloaded onto personal computers. Whenever possible a school memory disk should be used in the camera. Images may only be stored on school computers.

It is inevitable that teacher and classroom staff may come into physical contact with pupils at Homefield Preparatory School. For example, pupils may seek reassurance from staff when they are anxious or upset, or they may seek comfort in the form of physical contact from adults. However, some forms of physical contact may not be age-appropriate, for instance pupils attempting to sit on the laps of adults.

It is also important for adults to appreciate that even innocent contact may be misconstrued, or that particular young people may be averse to physical contact of any kind. Furthermore, it is unacceptable to touch pupils on parts of their bodies that might be considered indecent, no matter how casually. Members of staff are expected to conduct themselves professionally in their relationships with the pupils at Homefield Preparatory School.

There may be rare occasions when it may be necessary to physically restrain a pupil. Such instances should involve the minimum necessary force, using approved safe techniques, and should only be undertaken to prevent a pupil causing injury to himself, to others or to property. Any use of physical restraint must be recorded. In some situations, it may be better to remove other pupils from the danger in the classroom or other setting rather than attempt to intervene physically.

## **Dealing with concerns and allegations about a colleague, other member of staff (including supply staff and volunteers)**

The vast majority of people who work with children are well motivated and would never harm a child. Unfortunately, a few do and it is essential that the organisation creates a culture that makes staff/volunteers willing and comfortable to voice their concerns, particularly those about someone with whom they work or whom they know. All allegations should be reported to the Headmaster immediately unless that person is the subject of the allegation, in which case it should be reported to the Chair of Governors. In the Headmaster's absence, the allegations should be reported to the Chair of Governors or another governor, nominated by him/her. The Headmaster may wish to involve the Designated Safeguarding Lead who would have received appropriate training.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

If an allegation is made against a teacher, the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation all unnecessary delays should be eradicated. Any allegation will be referred to the LADO at the earliest possible stage to assist with clarity and due process.

#### **Initial Action**

The School will not undertake its own investigation of allegations without the prior consultation of the local authority designated officer.

#### **Following Actions**

In the event that an allegation is made, from any source, that a teacher, staff member or volunteer has;

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or,
- behaved in a way that indicates s/he is unsuitable to work with children.

The following actions should be followed:

- The person receiving the initial allegation should not promise total confidentiality to those who make allegations. The person should be advised that the matter will be reported on to staff who can help. A written record of information should be made.
- The Headmaster or Chair of Governors should obtain and countersign the record made by the person who first received the allegation.
- The subject of the allegation should be informed about the allegation as soon after the disclosure as possible unless it has been agreed with the Chair of the Governing Board that the Police or Children's Services have been consulted and have advised against this course of action. If the subject of the allegation is a member of a union or professional association they should be advised to contact that organisation at the outset. Details of the case should then not be discussed with other governors or staff, as this might

prejudice future criminal or disciplinary process. Information is only shared on a 'need to know' basis.

### **Gathering Information**

- Subject to the advice from Children's Services, information about the date and location of the alleged incident and the names of any witnesses should be obtained. The Headmaster or Chair of Governors can clarify any points they are unsure about, but should not interview the child, any possible witnesses (including staff members/volunteers) or ask them to write an account of what happened. The 'Allegations against Staff Reporting Form' has been designed to assist the collection and recording of information regarding allegations. It is the job of the Police and Children and Family Services to investigate an allegation of child abuse. The school's Designated Safeguarding Lead should be able to assist with details of the child and whether he has previous allegations.

### **Strategy Meeting/Allegations Management Meeting**

- Unless the allegation is demonstrably false, a meeting with the relevant Senior Staff/Governors should be held to decide whether a multiagency strategy meeting/discussion should take place, either by phone or meeting, in order to share relevant information and determine whether further action needs to be undertaken, and if so by whom.

### **Suspension**

- Suspension of the member of staff should be considered in cases where:
  - there is cause to suspect a child is at risk of significant harm
  - a police enquiry is warranted
  - the allegation is so serious, it might be grounds for dismissal
- Suspension is normally delegated to the Headmaster or a group of Governors (not the full Governing Body). Where the allegation is made against the Headmaster, the matter should be raised directly with the Chair of Governors. The Headmaster or Chair can decide whether or not to suspend if delay would be seriously detrimental to the school, pupil, parents or staff. Suspension should not, however, be an automatic response and alternatives may be appropriate.

### **Disciplinary Proceedings**

- If there is no police enquiry and formal disciplinary action is not required, the school should institute action as appropriate within 3 working days. If a disciplinary enquiry is needed, the Headmaster/Chair of Governors should seek advice as to whether it

should be delayed until after any criminal proceedings. The Headmaster/Chair of Governors should keep up to date with the progress of any external proceedings to avoid delay in starting any disciplinary process. Police and/or Children and Family Services should aim to provide information relevant to any disciplinary process within 3 working days of the end of the case.

- Any disciplinary report should be completed within 10 working days. The School will then decide within 2 working days to decide whether to hold a disciplinary hearing. A disciplinary hearing, if needed, should be held within 15 further working days.
- In some cases, allegations may be false or unfounded, but, regrettably, in other cases allegations may be true. All allegations will be dealt with in accordance with part four of *Keeping Children Safe in Education (2022)* and local safeguarding partners procedures.

In the event of a member of staff, volunteer or agency worker leaving the school's employment or not renewing their contract because the school judges that he or she is unsuitable to work with children then this will be reported to the Disclosure and Barring Service (DBS) under the Vetting and Barring Scheme arrangements within one month.

Disclosure and Barring Service  
PO Box 181  
Darlington  
DL1 9FA

[www.gov.uk/government/organisations/national-college-for-teaching-and-leadership](http://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership)

Any malicious allegations will be removed from personnel records and any not substantiated or unfounded allegations should not be stated in references. Should pupils be found making malicious allegations, appropriate sanctions will be taken, which may include referral to police for investigation and may result in exclusion.

### **Arrangements for dealing with safeguarding concerns or allegations of abuse about supply teachers**

- The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply teachers provided by an employment agency or business ('the agency'). The School will usually take the lead but agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.
- In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without liaising with the LADO to determine a suitable outcome. The School will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.
- The School will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations

management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.

- When using an agency, the School should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

## **Policy Review**

It is the responsibility of the Headmaster/Designated Safeguarding Lead supported by the other members of the school's Senior Leadership Team to monitor this policy. The Headmaster reports on Homefield Preparatory School matters to the link board member for Homefield Preparatory School, Mrs Emma Rix, and the full board meeting on an annual basis. Any deficiencies or weaknesses identified in the school's Safeguarding and Child Protection arrangements will be remedied without delay.

## **Model Code of Conduct**

A Model Code of Conduct lets all our staff/volunteers in our school know what behaviour is expected and what is unacceptable. It will also let all involved know what sanctions will be applied for non-compliance with the Code. A written Model Code of Conduct is communicated to everyone associated with the school. It will be applied consistently. This school has a code of conduct for staff and young people and a code of expectations for parents/guardians which is communicated in the parental handbook and parental contract.

## **EYFS Staff personal mobile phones**

- EYFS Staff will not carry personal mobile phones while working.
- The Head of Lower School, Emma Field, HoY or TA will keep a mobile phone within the learning environment for emergencies (e.g. lockdown procedures).
- EYFS Staff may use their mobile phones during break / lunchtimes in an agreed area not used by children.
- A mobile phone will be taken on all school trips. This is in line with the statutory framework for the Early Years Foundation Stage, which states that providers should take contact telephone numbers and a mobile phone on outings.

## **EYFS Children**

EYFS Children are not allowed to bring mobile phones into school.

## **Visitors and parents/carers within the EYFS**

The school will display a notice advising visitors and parents/carers throughout the school that mobile phones are not to be used in the school. If a visitor or parent/carer is seen using their mobile phone, they will be asked to switch this off. If parents/carers wish to use their phone they will be advised to use this away from school premises.

## **Photographic and video images within the EYFS**

It is good practice at times to record photographic and video images of pupils, or to allow pupils to record images of each other to assist teaching and learning, or to celebrate achievement. There is, however, potential for images of children to be misused, in extreme cases for pornographic or grooming purposes. Employees should therefore adhere to the following code:

- Only record images when there is a justifiable need and report any concerns in line with school safeguarding procedures.
- Any allegations against staff and involving children and mobile devices will follow safeguarding procedures and be in line with current legislation, reported to relevant agencies as necessary.

## **Early Years Foundation Stage Mobile Phone and Camera Policy**

- ensure that pupils understand the reason for the recording of the images and how the images will be used and stored;
- ensure that a senior colleague is aware of the recordings;
- ensure that all images recorded are available for scrutiny;
- on admission to the school, parents give consent that images and recordings of their children can be used for legitimate reasons;
- where photographed, the pupils should not be named without direct parental consent;
- school digital devices are the agreed EYFS medium to document observations and are stored and password protected, in secured areas on the school's computer system.

## **Guidelines relating to Trips**

Attending fixtures, school trips and residential activities such as the Outdoor Education trip are regular events for this school. As part of the risk assessment procedures, trip leaders are required to consider any potential risks and safeguarding issues.

## **Support and Supervision**

Homefield Preparatory School recognises that it is good practice to set up a system of support and supervision of staff/volunteers. This will enable staff/volunteers to become

more effective by identifying training needs and dealing quickly with difficulties. Our Appraisal Policy enables a structured approach to this and staff are encouraged to provide feedback to volunteers and report issues up to their line manager, or if there are safeguarding concerns, to the Designated Safeguarding Lead.

### **Guidelines for Reporting Accidents**

In the event of an accident, the following procedure will be carried out:

- Complete the appropriate form in the Accident Book
- Make contact with parents/guardians if it is deemed appropriate by sending home the appropriate form or by telephone if more immediate contact is considered necessary
- Contact emergency services/GP if required
- Record in detail all facts surrounding the accident in the Accident Book
- Sign off on any action required by the Senior Leadership Team

### **Health and Safety Guidelines**

This school is committed to ensure the safety of all members by completing a risk assessment for activities and endeavouring to provide first aid treatment for injury, accidents and cases of ill health during school sessions or at other times e.g. when on school trips or at competitions.

### **Implementation and availability of information**

It is important that there is a free flow of information between school staff, volunteers, children and parents, in terms of promotion of Homefield Preparatory School and what we aim to achieve in relation to each child. This school will insist that a parent/guardian consent form is completed for each pupil as deemed appropriate.

A regular review of school policies will take place through meetings with staff and governors and feedback from children and parents. As a School we have developed a plan for implementing our safeguarding procedures.

### **The role of the governors in safeguarding**

The Governing body should:

- Ensure the school carries out the guidelines and has a robust safeguarding policy in place
- Nominate a governor for safeguarding who must sit on the Governing Board
- Ensure the school has a Safeguarding Policy in place
- In consultation with the Headmaster appoint a member of the SLT to lead on safeguarding matters
- Ensure that children are taught about safeguarding through the curriculum

- Ensure that all teaching and support staff are eligible to work with children
- If a member of staff is dismissed due to safeguarding issues then ensure that the DBS Panel are notified without delay
- Ensure that any volunteers in school are never left unsupervised with children

### **Online learning Annex**

Homefield Preparatory School is committed to safeguarding and promoting the welfare of boys and staff within the school. This commitment remains a core value within the complex situation brought about by a pandemic e.g. Covid-19. During these challenging times, Homefield Preparatory School's Child Protection and Safeguarding Policy will continue to apply and all boys are expected to follow the school's Whole School Behaviour procedures.

It is fundamental that we adhere to the Department for Education and Government guidance, ensuring the safety and welfare of all our school community. This guidance can be accessed via the website: <http://safeguarding.info/covid19safeguarding>

#### **Designated Safeguarding Lead**

There will always be a nominated Designated Safeguarding Lead (or deputy) available on site within school opening hours.

Any boy or parent that has a safeguarding concern should Mr Siva (Designated Safeguarding Lead) at school or email via [zsiva@homefieldprep.school](mailto:zsiva@homefieldprep.school)

#### **On-site access**

The school will continue to follow the Government guidance on how to implement social distancing and appropriate safety controls within the educational setting. The boys will be educated within small groups in line with guidance and the structure of the day will be staggered to minimise contact. Staffing will be appropriately allocated appropriately to ensure the safety of the boys whilst providing a meaningful education.

The boys will be registered twice daily and any absence will be followed up by the school office.

The school site has restricted access and parents and visitors are only able to access the school via appointment.

#### **Online Learning from Home**

The schools ICT, Mobile Phones and Electronic usage policy still applies and all boys have been briefed on the expectations regarding their home learning. Parents have received guidance to assist the boys in creating the most conducive and safe environment for the

boys. All teaching staff have completed a homeworking checklist and had training on safeguarding regarding working from home and online.

### **Vulnerable Children**

Homefield will maintain continue to support any vulnerable children and liaise with the local authority, social services and virtual school where appropriate.

### **Pastoral Care**

Homefield recognises the need to ensure the boys pastoral care is maintained in the current circumstances. There is even greater emphasis on the mental wellbeing and the school will maintain regular contact with the pupils through their form tutors and also support their wellbeing through My Space and further intervention sessions as required.

Where a boy is already involved with pastoral support, this will continue via online sessions.

The boys will continue to follow the Whole School Behavioural Policy and normal rewards and sanctions will be administered. All pastoral and safeguarding concerns will be logged on MyConcern and issues will be addressed by the appropriate member of staff on the pastoral team.

Boys, parents and staff have been informed that any safeguarding issues should be reported directly to the DSL – Mr Zak Siva.

Reflects local arrangements for access and assessment.

Please see page 32 and 33 for a flow chart and further information on how Sutton LA will support us in taking action.

**TEMPLATE FOR REPORTING ALLEGATIONS/ INCIDENTS or A CAUSE FOR CONCERN:**

**Child's full name** \_\_\_\_\_ **Form** \_\_\_\_\_ **DOB** \_\_\_\_\_

**Date** \_\_\_\_\_ **Time** \_\_\_\_\_

**Place and context of disclosure:**

**Notes, what was said/observed/reported**

*(Please record facts and not assumptions and note the non-verbal behaviour and the key words and language used by the pupil.)*

**Physical Injuries (if applicable):**

**Your response (what was said/any actions taken):**

Signed ..... Date .....

Your position in School .....

**Action and response of DSL (if required at this stage):**

**Feedback given to member of staff reporting concern:**

**Information shared with any other staff? If so, what information was shared and what was the rationale for this?**

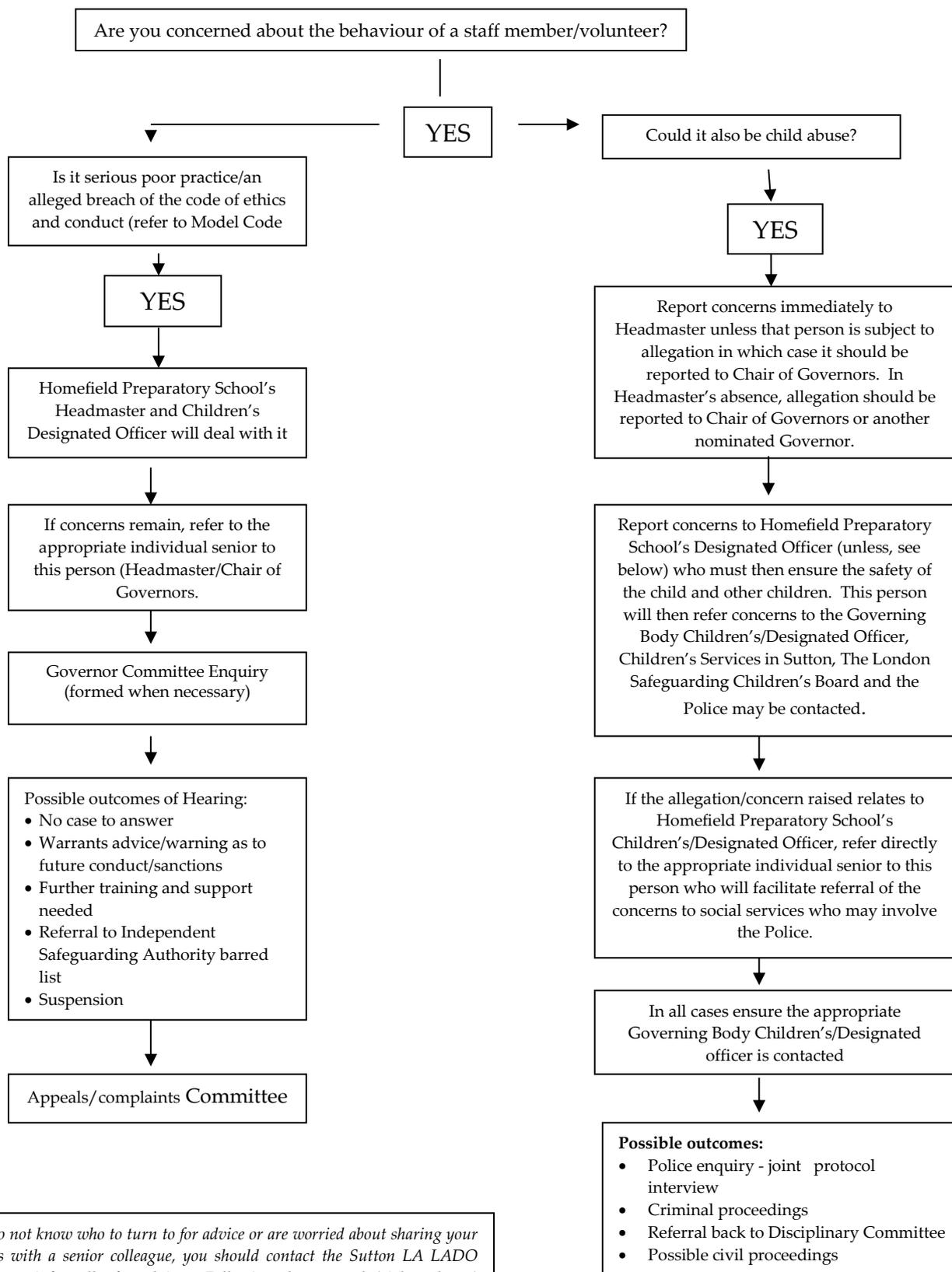
Review Date:		Reviewed by:	
Outcome of review:			
Action needed (Indicate if no action is required)	Timescale	Name and position of person responsible	Date action completed

**NOTES:**

- *Inform Designated Safeguarding Lead as soon as possible.*
- *1 copy to Designated Person, see above, within 24 hours or immediately if a danger of immediate harm.*
- *Ensure confidentiality - only 'need to know basis' (reference confidentiality statement).*
- *Designated Safeguarding Lead to inform parents, unless to do so may put the child at further risk – take advice from CFCS on the appropriate action to be taken.*
- *The Designated Person will be responsible for storing any report in a safe and secure environment.*
- *See policy for further guidance.*

## APPENDIX 2 -Local criteria for action and assessments from Sutton LA CFCS

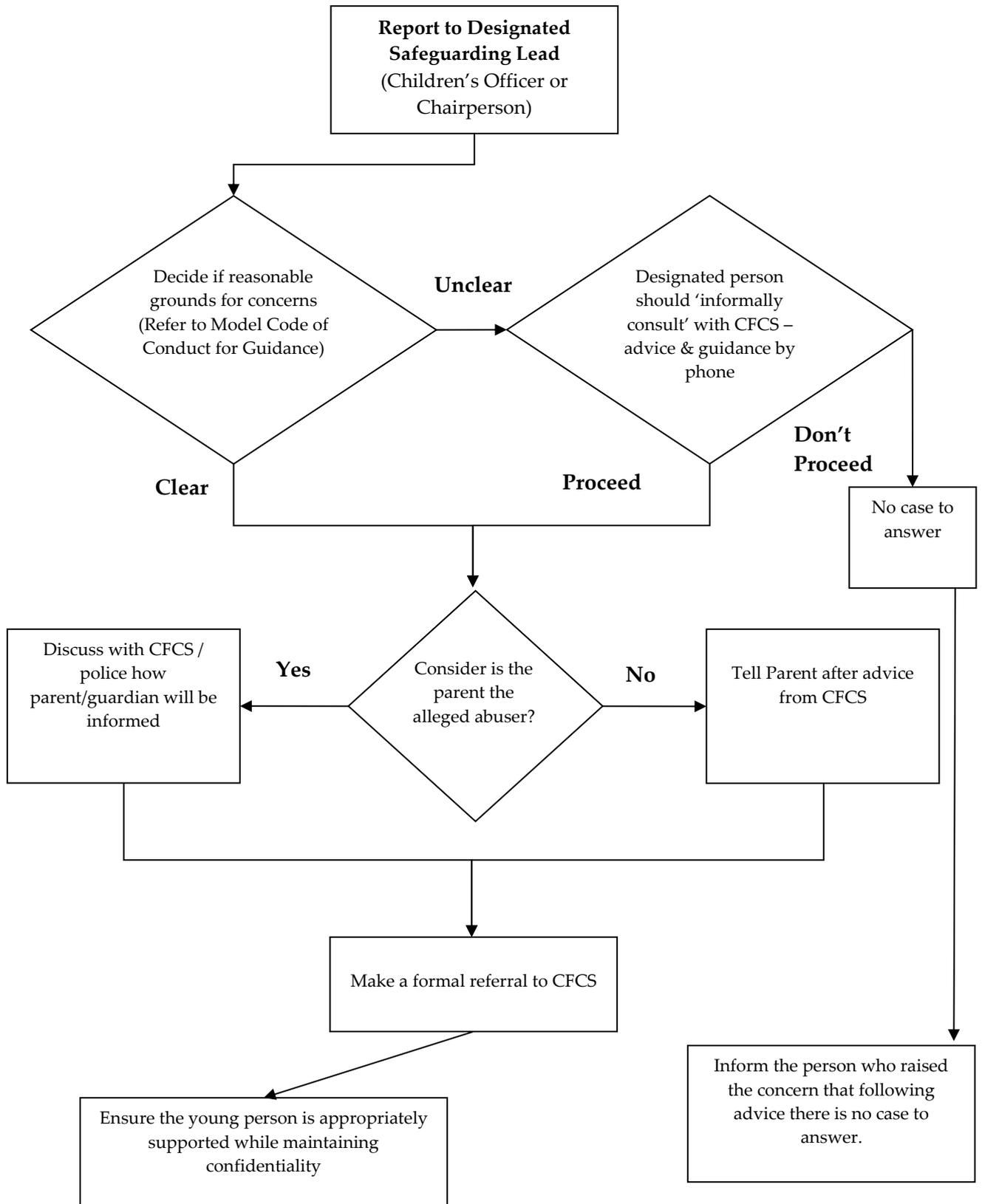
### INTERNAL CONCERNS FLOW CHART REGARDING STAFF/VOLUNTEERS



*If you do not know who to turn to for advice or are worried about sharing your concerns with a senior colleague, you should contact the Sutton LA LADO formally or informally for advice. Following the external (right column) outcome the matter may be referred back to the organisation's Disciplinary Committee.*

**EXTERNAL CONCERNS FLOW CHART**

*When the concern is about possible abuse outside Homefield Preparatory School:*



### ***What is the Sutton CFCS Procedure?***

*CFCS is responsible for managing concerns and allegations of potential harm or abuse against people who work or volunteer with children. CFCS role is different from a social worker conducting a Social Services Child Protection enquiry within a family as they deal with cases of suspected harm or abuse relating to the workplace. CFCS role includes assessing immediate and continuing risk to children in the work or voluntary setting and identifying support for practitioners against whom an allegation has been made.*

### ***The CFCS role is to:***

- provide advice and guidance to employers and voluntary organisations;*
- liaise with police and other agencies including Ofsted and registration and regulatory bodies such as the General Medical Council and the General Teaching Council;*
- monitor the progress of cases to ensure they are dealt with as quickly as possible, consistent with a thorough and fair process;*
- seek to resolve any inter-agency issues;*
- collect strategic data and maintain information about allegations in a secure confidential way; and*
- ensure those who need to know about an allegation or concern are informed appropriately and in accordance with the law.*

### ***What will the CFCS advise when you refer an allegation?***

- Next steps - for example whether the matter needs to be referred on to the Police, Children's Social Care or a regulatory body and what disciplinary action may be needed;*
- When and how to inform the person who is the subject of the allegation;*
- How and when to inform children's parents or carers;*
- How service users should be protected whilst the matter is dealt with, for example whether suspension should be considered, although the decision is the employer's;*
  - How the CFCS will monitor the process of investigation and outcome.*

## LADO Procedure Flowchart

