



Soaring High Montessori School

SAFEGUARDING AND CHILD PROTECTION POLICY

Contents:

1.	Statement of intent – introduction, aims, principles, ethos, refer to Annex B for understanding abuse. Refer to Annex E for language of Safeguarding	p2
2.	Transparency – this policy is available for all to see. We do as we say	p3
3.	Safer Employment Practices – Responsibility to ensure safer recruitment and employment practices	p4
4.	Raising Awareness – Responsibility of Principal Sarah Rowledge and team to deliver safeguarding and child protection. Report concerns. This is how.	p5
5.	Designated Safeguarding Lead Job description - role and responsibilities	p6
6.	Induction and training including children’s PSHE and online safety training	p7
7.	Children in need/vulnerable pupils (Knowing who to look out for and how to support them including looked after children)	p8
8.	Procedures for dealing with allegations or concerns about a child	p10
9.	Procedures for dealing with all allegations of abuse	p11
10.	Procedures for responding to allegations against staff	p12
11.	Promoting awareness and sharing of information/images - Curriculum, policy and training provide the means to get support and help	p13
12.	Abuse of Position of trust – Teacher duty to uphold position of trust by keeping children safe	p14
13.	Action if a pupil is missing from education, home or care – Be vigilant, act and know how to act. Absence monitoring	p14
14.	Equal treatment	p15
15.	Bullying including cyberbullying, online safety and peer on peer abuse – Know your policies and how it works in our school site security	p15
16.	Complaints Procedure	p16
17.	Whistleblowing – It is your duty to act if you have a concern. Know how!	p16
18.	Record keeping and Transfer of Child Protection records	p17
19.	Off-site visits	p17
20.	Monitoring and evaluating this policy	p18
	ANNEX A – LSCB information and flow chart	
	ANNEX B – WHAT IS CHILD ABUSE? Types, Patterns, Recognitions and indicators of abuse and neglect	
	ANNEX C – Staff code of conduct	
	ANNEX D – Record of concern and body map	
	ANNEX E – The language of safeguarding and child protection	
	Annex F – Aspects of the Safer Recruitment Policy that are advisable to highlight in conjunction with this policy	

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

1. STATEMENT OF INTENT

The principles embedded in this policy link into other policies relating to EYFS, Health and Safety, PHSE, Sex and Relationship Education, Anti-Bullying (Child Sexual Exploitation), Behaviour and Discipline, Equal Opportunities, Special Educational Needs and Disabilities, Confidentiality, Attendance and children missing education, First Aid, Substance Misuse (including drugs and alcohol), Racism and Homophobia, (including combating extremism, promoting British values, Female Genital Mutilation (FGM)) Educational visits, E-Safety, Attendance, Staff Code of Conduct, Data Protection, Safer Recruitment, Safer Working Practices and more.

The safety, welfare and best interests of all our pupils are our highest priority. Our primary concern is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety and we can act in their best interests. This policy sets out how the principal at Soaring High is carrying out her statutory responsibility to “safeguard and promote the welfare of children” in accordance with the Government guidance contained in ‘Working Together to Safeguard Children’ and ‘Keeping Children Safe in Education’:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education> and section 175/157 Education Act 2002. It is supplemented by the detailed procedures of the Local Safeguarding Children Board (LSCB) and the requirements of the Teacher Standards. This policy is applicable to the whole school community, including all staff, teaching and non-teaching, volunteers, temporary and non-temporary supply/visiting staff working in the school and all pupils, including those pupils in the Early Years Foundation Stage (EYFS). In all matters relating to child protection the school will follow the procedures laid down by our own LSCB (or where appropriate the relevant child's care plan).

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns. Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Aims:

- To ensure that all necessary internal and inter-agency child protection procedures are in place as required when children may be suffering or at risk of “significant harm”
- To give guidance to staff to ensure best practice
(For guidance on the language of safeguarding see Annex E)
- To demonstrate the links with other relevant policies to safeguard the general welfare of children
- To provide a clear statement of the school's responsibility in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific roles

Principles:

- This school recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop.
- The staff and Principal of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.
- We recognise that because of the day to day contact with children, staff in school are well placed to observe the signs of possible abuse and there need to be constantly vigilant.

It is important for children to receive the right help at the right time and **early help** is key to pupil wellbeing in order to address risks and prevent issues escalating. We must not be guilty of failing to act on and refer the early
Soaring High Montessori School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential

signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to reassess concerns when the situation does not improve, sharing information too slowly and not challenging those who appear not to be taking action.

This school recognises its responsibility to discuss with social care/Social Services or the Police any significant concerns about a child which may indicate:

Physical abuse

Emotional abuse

Sexual abuse

Neglect

Ethos: Our ethos is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults. All our pupils are encouraged to take part in a large number of charitable activities including supporting those that work on behalf of children living in less favourable conditions than is acceptable. We see this as making an important contribution towards the development of the whole person, who grows up to value society and expect to make a personal contribution towards society as a whole.

See ANNEX B – **WHAT IS CHILD ABUSE? Types, Patterns, Recognitions and Indicators of abuse and neglect**

In accordance with LSCB procedures these concerns cannot be kept confidential.

- Staff will be able to contribute to any assessment or meeting about the child held under LSCB procedures as required.
- This school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Child and Adolescent Mental Health Services, Education Welfare Service, Education Psychology Service and other agencies/services coming into school to support individual pupils/groups of pupils.

2. TRANSPARENCY

Working in Partnership and Responding to Parents and Carers: Our school works in partnership with parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for children. We use clear statements in our brochures and correspondence and liaise with agencies (in the statutory, voluntary and community sectors) and locality teams that are active in supporting families. Soaring High Montessori School prides itself on its respect and mutual tolerance. Parents/Guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection are on our web site, and we hope that parents/guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential.

The DSL must be notified of a concern before involving guardians/carers in conversations about abuse. Guardians/carers should be informed as soon as possible about any concerns regarding their children. Guardians/carers will usually be told the source of a referral if it comes from a professional agency e.g. a school. However, members of the public can ask to remain anonymous. The guardian/carer will normally be contacted before a referral is made to Children's Social Care (Children's Services). However, if the concern involves alleged or suspected sexual abuse, honour based violence, fabricated or induced illness or the Designated Safeguarding Lead (DSL) has reason to believe that informing the guardian at this stage might compromise the safety of

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

the child, or a staff member, there will be no contact by the school prior to the referral (although the reasons for this course of action will be documented on the referral). Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation. Referrals to the local authority will be confirmed in writing. The School recognises the need to be alert to the risks posed by strangers or others (including the parents, guardians or carers of any pupils) who may wish to harm children both in and out of School.

Parents/guardians are reminded that in matters of parental contact or residency, the school will not act as a mediator for parents. The school will seek to protect the interests of the child, first and foremost. Parents who expect the school to actively take sides outside the best interests of the child will find that their child is referred to the appropriate relevant agency to protect the child from being at risk of emotional harm. Contact orders (child access) must be given to the school by the parents so that these can be meticulously followed, including any timely revisions. Parents are informed of our safeguarding responsibilities; this policy is available on the schools' website and from the school office.

3. SAFER EMPLOYMENT PRACTICES

Our school follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the aim of creating a safer working environment in school. (It is a requirement to have at least one person specifically trained in Safer Recruitment on every appointment panel). This is intended to deter and identify anyone who may be unsuitable or pose a risk of harm. In addition to carrying out safer recruitment procedures as set out in the DfE's guidance 'Keeping Children Safe in Education 2016', members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, agency staff, students on placement and visiting staff, such as musicians and sports coaches are subject to the necessary statutory safeguarding checks before starting work to include where necessary a declaration regarding disqualification from working in childcare, including disqualification by association. All volunteers and contractors working regularly during term-time are also subject to the relevant statutory checks. Confirmation is obtained that appropriate safeguarding checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site. These procedures may now allow for different levels of background checks according to whether or not the individual is primarily in an unsupervised setting or has only occasional contact with children. Evidence of all these checks (the Single Central Record) will be maintained as required by the current Guidance.

Visiting Speakers are researched on the internet before the event and a copy of their speech is requested to ensure the content is appropriate. They are asked to produce ID when arriving at school and supervised on site at all times.

The Principal's half termly review of safeguarding considers all aspects of safeguarding including policies and procedures.

The school's recruitment process operates in line with the Recruitment Policy, which is reviewed annually or when required by changes in legislation. Please refer to the school's Recruitment Policy for further details.

4. RAISING AWARENESS

The principal, and Designated Safeguarding Lead (DSL) Sarah Rowledge, is the Level 3 trained Proprietor and Principal whose role it is to ensure that safeguarding is always a priority by:

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

- Championing child protection issues within the school and offering challenge if necessary
- Ensuring the Safeguarding and Child Protection policy is checked for impact and reviewed yearly accordingly
- The Principal, will request, as part of the statutory annual review, an Annual Report on Safeguarding Children, specifically drawn up to monitor compliance with the requirements of Safeguarding Children and Safer Recruitment. The DSL and Principal reports to the SLT on levels of child protection referrals made by the school during the past year, outlines the issues that have arisen from cases (whilst respecting confidentiality and not identifying persons by name) and reviews training undertaken by staff. Soaring High ensures that any deficiencies or weaknesses in child protection arrangements are remedied without delay, once identified. The Principal scrutinises the information provided by the DSL and this includes going into school to ask both staff and children safeguarding questions. It is for the Principal to undertake a formal annual audit of Safeguarding. The Principal is accountable for ensuring Soaring High has effective child protection policies and procedures in place that are in accordance with guidance issued by the Secretary of State, any ECSB from which children are drawn including the locally agreed inter-agency procedures.
- To lead and confirm amendments as required to safeguarding arrangements in the light of changing regulations or recommended best practice

Allegations of abuse which become known to staff, volunteers, pupils and visitors should be immediately reported to the Designated Safeguarding Lead or deputy, following the procedures detailed in paragraphs 6, 7 & 8. All allegations made will be treated seriously and the Social Services Referral Team or the Local Authority Designated Officer will be informed. It must be noted that in exceptional circumstances any staff member may make a referral to Social Care if they feel that it is necessary to keep that child safe from significant harm although they are expected to raise concerns with the school's designated safeguarding lead in the first instance.

All safeguarding concerns or disclosures must be discussed with one of the Safeguarding Officers.

The diagram below indicates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral** and everyone has a responsibility to know how to. (LSCB details of specific school)

*In cases which also involve an allegation of abuse against the staff member, see part four of KCSIE 2016 this guidance explains action the school will take in respect of the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there will be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of Working Together to Safeguard Children 2015 for more information.

5. DESIGNATED SAFEGUARDING LEAD

As advised in KCISE (2016) the broad areas of responsibility for the Designated Safeguarding Lead are:

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care as required;

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

- Support staff who make referrals to local authority children’s social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required

Work with others

- Liaise with the principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
 - As required, liaise with the “case manager” (as per Part four KCSIE) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
 - Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake

Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school’s or college’s child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals (Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.)
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- The designated safeguarding lead should ensure the school or college’s child protection policies are known, understood and used appropriately;
- Ensure the school or college’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with all staff;

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

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding. Child protection file
 - Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Child’s Death: In the event of a death of a child/young person the Principal must notify both the Essex Local Authority and Children’s Social Care.

6. INDUCTION AND TRAINING

The principal will ensure that all staff, both teaching and non-teaching, receive appropriate induction and regular training to equip them to carry out their responsibilities for child protection effectively, as prescribed in government Guidance and in accordance with the expectations of the LSCB.

The principal also ensures that everyone attends training annually in accordance with KCSIE guidance and receives regular updates with the designated persons receiving training every two years. Training in safeguarding is an important part of the induction process. More detail is set out in our policy on 'Induction of New Staff'. Training includes a review of the school's Safeguarding and Child Protection Policy and Compliance guidance, the identity of the DSL, a copy of Part 1 of KCSIE. Staff and the Staff Code of Conduct are made aware of the signs, symptoms and indicators of such practices and are required to take action without delay if such a practice is suspected.

All staff sign to say that they have read and understood KCSIE Part 1 and the school’s Safeguarding and Child Protection policy at regular intervals or when new guidance is issued.

Deficiencies and Weaknesses: It is the duty of all members of Staff and the principal to draw to the attentions of the DSL any weakness or deficiencies in this policy which should be remedied immediately. The DSL will ensure that this is then followed up without delay, with policies and procedures being updated as needed rather than waiting to any regular review date.

Educating Children About Safeguarding – please also see PSHE Policy and ONLINE SAFETY Policy

We raise the awareness of children and equip them with the skills and knowledge needed to keep safe by including opportunities through the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse. We also ensure that children know that there are adults in the school whom they can approach if they have a concern. Integral to this, is our policy concerning Social, Moral, Spiritual and Cultural (SMSC) education. We also teach them how to recognise different risks in different situations, and how to behave

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

in response to them. We teach them how they can keep themselves safe and who to ask for help if their safety is threatened. The outcomes we want our pupils to achieve are to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being. We pride ourselves on our excellent pastoral support structures at Soaring High Montessori School. From time to time staff will base circle time and assemblies on related topics.

The PSHE curriculum also covers staying safe on line, cyber and homophobic bullying and teaches pupils about the risk of radicalisation. The school has a robust IT filtering system to ensure that only appropriate content can be viewed online.

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate, or possibly illegal through social networking sites etc. including 'cyber-bullying'.

Staff at this school have a major responsibility to educate our students in the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. It is also important to include parents as much as possible in this process given that children often have access to computers at home.

7. CHILDREN IN NEED/PROVIDING SUPPORT

- The school will support pupils in accordance with his/her agreed child protection plan as required. The school will notify any concerns or changes about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team and confirm this in writing. The school will co-operate with other agencies and the LSCB advice to act in the best interests of the child.

We recognise that children who are abused or who witness violence may experience difficulties which impact on their sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The School acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions and pupils who are excluded from school. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. The School has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a Child Protection context.

The school will provide support by

- ensuring that the curriculum and ethos of the school support the child
- providing sufficient resources and time with regards to safeguarding and releasing staff in order that they can participate in safeguarding/child protection processes, core groups and meetings (especially child protection conferences and child in need meetings).
- ensuring that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored.
- including specific training to understand the particular safeguarding risks of looked after children during bi-annual school-based safeguarding training.

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

- If a pupil discloses that he/she has witnessed domestic violence or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue
- Where it comes to our notice that a child under the age of 11 is, or may be, sexually active, this will result in an immediate referral to Children's Services. This will determine how and when information will be shared with parents and the investigating agencies.

The designated teacher for promoting the educational achievement of children who are in need, including looked after children, is the SENCO.

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

Some groups such as SEN can be disproportionately impacted by bullying/communication barriers/dismissal of signs and indicators as relating to the disability without further exploration.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- missing education/missing from education
- disabled or have special educational needs
- young carers
- Looked After Children
- privately fostered children
- affected by domestic abuse
- affected by substance misuse/drug use
- affected by mental health issues including self-harm and eating disorders.
- affected by poor parenting
- at risk of Fabricated or Induced Illness
- at risk of gang and youth violence
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- live transient lifestyles
- LGBT (lesbian gay bisexual transgender)
- missing from home or care

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

- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- vulnerable to extremism or radicalisation.
- vulnerable to faith abuse
- involved directly or indirectly in child sexual exploitation CSE or trafficking
- do not have English as a first language
- at risk of Honour Based Violence (HBV) including;
female genital mutilation (FGM) and forced marriage.

This list provides examples of additional vulnerable groups and is not exhaustive.

8. PROCEDURES FOR DEALING WITH ALLEGATIONS OR CONCERNS ABOUT A CHILD

This procedure applies in the case of abuse alleged or suspected to have been carried out by a parent or relative or other person outside the school and also in the case of abuse by one pupil against another.

In the case of abuse alleged or suspected to have been carried out by a member of staff or volunteer, the procedure set out in the following section 9. Procedure for Responding to Allegations against Staff) should be followed.

The school treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the school's care. Staff members are alerted to the particular potential vulnerabilities of looked after children.

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in school is required to report instances of actual or suspected child abuse or neglect to the DSL. This includes alleged abuse by one or more pupils against another pupil. In the event of pupil on pupil abuse all children involved, whether perpetrator/s or victim/s will be treated as being 'at risk'. Reference should be made to the legal threshold and in addition to the DSL, the Principal and the LADO must be advised. Where the allegation(s) concern the DSL the staff member should report to the Proprietor and/or direct to the school's local authority (see below or Annex A).

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to local agencies will be made within 24 hours of the safeguarding issue being raised. For children in need of additional support from one or more agencies, the DSL will initiate inter-agency assessment using local processes.

External Agency Contact Information

LSCB contact 0345 6037627

Schools liaison officer (regular termly meetings)

Emergency Duty Team - 0800 833 408

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

Police Emergency - 999

Police Non-Emergency - 101

OFSTED Safeguarding Children

08456 404046 (Monday to Friday from 8am to 6pm) Whistleblowing@ofsted.gov.uk

Disclosure and Barring Service

PO Box 181, Darlington, DL1 9FA Tel: 01325 953795

National College for Teaching and Leadership **Tel: 0345 609 0009**

9. PROCEDURES FOR DEALING WITH ALL DISCLOSURES/ALLEGATIONS OF ABUSE

If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide re-assurance and to record the child's statements, but not to probe or put words into the child's mouth.

On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

The member of staff should make and submit an accurate written record preferably using the 'Record of Concerns Form' (Annex D) and inform the DSL immediately so that appropriate agencies can be informed within 24 hours and the matter resolved without delay. If it is suspected that a crime has been committed the matter will be referred to the police from the outset by the DSL. If this isn't believed to be the case, The DSL will contact the Local Authority Designated Officer (LADO) for advice or direction and will inform Ofsted if appropriate. In relation to our nursery/EYFS setting, the school will inform Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

10. PROCEDURE FOR RESPONDING TO ALLEGATIONS AGAINST STAFF

Allegations of abuse may be made against a member of staff, the Head, a volunteer, a pupil, parent or other person connected to the school.

Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in part four of KCSIE. If an allegation is made against a member of staff there is an obvious need to act immediately and with utmost discretion.

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

The child and/or alleged abuser SHOULD NOT be questioned but a record made of what has been reported. The informant should be told that the matter will be referred in confidence to the appropriate people.

The written record must be passed immediately to the Head, unless she is implicated, in which case the allegations must be brought to the Proprietor. In the event that an allegation implicates the Head, the written record should be brought to the immediate attention of the Proprietor without the Head being informed.

If the Head is absent from school and not contactable, the allegations should be brought to the attention of the Designated Safeguarding Lead. If neither the Head/ Designated Safeguarding Lead or Deputy DSL are contactable then the allegation should be brought to the attention of the Proprietor.

The Designated Safeguarding Lead, Deputy Safeguarding Lead immediately inform the Local Authority Designated Officer ("LADO").

If it is decided that an investigation is called for, it is the responsibility of the LADO to arrange a meeting to discuss how the next steps are handled.

The arrangements agreed upon will include informing the parents and seeking their consent for any immediate medical examination if necessary.

The member of staff against whom an allegation has been made would normally be informed as soon as possible after the result of the initial investigation is known, or the decision is made to dispense with one, but not invited to make a response. There should be a warning that anything said will be recorded.

If it is established that the allegation is not well founded, either on the basis of the medical evidence or further statements, then the person against whom the complaint has been made would normally be informed that the matter is closed. The complainant and the parents would also need to be informed of this.

If the Police decide to take the case further and the allegation is against a member of staff, he/she would normally be suspended or, where the circumstances are considered to warrant it, dismissed.

Should the allegation of abuse concern the DSL the member of staff should immediately inform the LADO and Deputy.

If the abuse is alleged or suspected to have been carried out by a pupil the above procedures will be followed, but in addition the Head must be immediately informed. The Principal will follow the procedures set out in the Anti-Bullying Policy and, where appropriate, take advice from the Social Services team in determining what action to take.

The DSL will refer all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the local authority designated officer (LADO) within one working day.

Borderline cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meet the relevant threshold. The LADO and DSL will decide in the circumstances what further steps should be taken. This could involve informing parents and calling the police.

If the allegation concerns a member of staff, a volunteer or another pupil he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The school will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.

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

If the LADO or any of the statutory safeguarding authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff, the matter will be dealt with in accordance with the Disciplinary Procedure. During the course of the investigation the school in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Any pupils who are involved will receive appropriate care. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will consider making a referral to the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

We follow Disclosure and Barring Services (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. The school will report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

In the event of the Designated Safeguarding Lead not being in school for any reason, any member of staff who has concerns about any child should contact the Deputy Safeguarding Officer. The Designated Safeguarding Lead should be informed as soon as possible. In the unlikely event of there being no Safeguarding Officer in school, a senior member of staff will be designated as a temporary Safeguarding Officer.

11. PROMOTING AWARENESS

Through the curriculum and pastoral systems, staff will raise pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others, recognising that pupils need opportunities to develop the skills they need to stay safe from harm. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy.

Time is allocated in PSHE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RS lessons are used to promote tolerance and mutual respect and understanding.

All pupils know that there are adults to whom they can turn to if they are worried. If the school has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- All pupils have access to a telephone helpline enabling them to call for support in private.
- Every child has identified teachers to whom they can talk, and knows where to access the telephone numbers of Childline and Samaritans.
- Our medical room, pupils toilets, and posters with advice on where pupils can seek help
- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the school's guidelines in this area. For more details on cyber-bullying please refer to the school's anti-bullying policy.

Sharing information or images with other agencies, on the website or in the press

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

- The school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We operate the following policy regarding the use of photographs, to ensure the privacy and safety of children at the school: where a child is named, no photograph of that child is displayed; where a photograph is used which shows a child, no name is displayed and where children are named, only their first names are given.
- The school follows a policy of seeking parents' permission before using images which show children on the website or in the local press. The list showing pupils who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No other private information about children is ever published on the website such as surnames or contact details. By observing these points, this school ensures that visitors to the website cannot link images of children to names of children. When choosing photographs for the website, we are mindful of the way children may appear in them, and will not include images which are in any way inappropriate, such as close-up portrait shots of individual children.

12. POSITION OF TRUST

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in a position of trust in relation to the young people in their care which they have a public duty to maintain by keeping them safe. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

13. ACTION IF A PUPIL IS MISSING FROM EDUCATION, HOME OR CARE

Every precaution is taken, through the use of risk assessments and thorough planning and supervision, to ensure that children are safe both at school and on outings. However, there are limited situations where a child could become lost. Should a child become lost the member of staff in charge is alerted, the safety of other children is paramount and they are sufficiently supervised, the police and parents are informed and the area where the child was last seen is continuously searched. When the situation has been resolved, staff review the reasons for it happening and take measures to ensure that it does not happen again. Soaring High works closely with parents and agencies and we are alert to the potential signs of children going missing. We keep track of children who regularly go missing, become missing for any period of time or who regularly return home late. We listen to young people and take any disclosure seriously, sharing information with agencies.

All pupils are placed on both the Admissions and Attendance Register.

Attendance is checked twice per day and an explanation for any absence is sought immediately.

The local authority is informed straightaway if a pupil is going to be deleted from the Admissions Register where they:

- have been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system ie home education
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- have been permanently excluded

A record is kept by the school of any instances in which a pupil is missing from school without satisfactory permission and documentation, including the action taken and the pupil's explanation. The Local Authority is informed if a child does not

attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

N.B Please refer also to the school's missing child policy and procedures which also include the requirements for a pupil, or EYFS child in its content.

During the working day:

- first check with the pupil's friends
- check the school office
- check the signing out/in book in the school office and if necessary inform the senior member of staff on duty who will then follow up this information.

14. EQUAL TREATMENT

We are committed to equal treatment for all pupils regardless of sex, race, disability, religion or belief. We keep a record of racist incidents.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. Our staff undertake regular consultation activities with our pupils e.g participation in anti-bullying week and speaking to children about their experiences at lunchtime and play-times.

15. BULLYING INCLUDING CYBERBULLYING AND PEER ON PEER ABUSE

Bullying, cyberbullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Bullying is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education and through assemblies and meetings. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Principal and the DSL will consider implementing child protection procedures.

Bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and analysed. There will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

The anti-bullying policy is available on the school website

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

There are many issues of concern affecting children today and not all can be listed here. The issues are often complex and overlap, e.g. example drug use/alcohol misuse/truancy. Drugs advice

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our pupils.

Online safety is exceptionally important and will continue to receive a high priority as an issue, as it is often how issues are facilitated CSE, radicalisation, bullying etc. Appropriate filters and monitoring are in place, as well as education of staff and pupils. See section on Induction and Training.

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

Peer on Peer Abuse – sexting/cyberbullying/sexual assaults

This will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, bullying, not dismissed as ‘banter’ or ‘part of growing up’. These issues will be part of PSHE lessons and discussions. Victims will be supported through the school’s pastoral system. Any hate crime/incident will be reported through local reporting mechanisms – see Annex A.

Sexting – Although children do not have mobile phones in school, staff will be aware of updated guidance and what can happen outside of school.

<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

For other key definitions of abuse. See Annex B

16. COMPLAINTS PROCEDURE

Copies of the school's complaints procedure can be sent to any parent on request. Any complaint arising from the implementation of this policy will be considered under the school's Complaints Procedure.

17. WHISTLEBLOWING

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the DSL (or to the LADO when the concern relates to the principal). Any concern will be thoroughly investigated under the school's whistleblowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it. For more information see our Whistle Blowing Policy. Staff may also raise issues directly outside Soaring High.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

You must whistleblow on anyone who puts children at risk. It is your duty. Whistleblowing@ofsted.gov.uk.

Phone this number: On Duty Referrals 03330 139797

18. TRANSFER OF CHILD PROTECTION RECORDS AND RECORD KEEPING

- Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child’s own words, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. Children will not be asked to make a written statement themselves or to sign any records.

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

- All records of a child protection nature (handwritten or typed) will be given to the Designated Safeguarding Lead for safekeeping. This includes child protection conference minutes and written records of any concerns. Access to any records will be on a 'need to know' basis. All records must be held separately from the main pupil file, and in a secure place.
- When a child who has had a child protection plan leaves the school and/or transfers to another school, the DSL will inform the child's new school immediately and discuss with the child's social worker the transfer of any confidential information the school may hold.
- When pupils transfer between schools/colleges or move school part way through an academic year, all information about any past or current child protection concerns will, if possible, be sent confidentially to the DSL of the receiving school/college. Any records that cannot be passed on will be retained confidentially until at least the child's 25th birthday or as required.

19. OFF-SITE VISITS

Appropriate risk assessments must be in place prior to any off-site visit taking place.

Any overnight visit will explicitly set out sleeping arrangements; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children/young people; and expectations around smoking/drinking by adult.

Safeguarding concerns or allegations will be responded to following the local procedures. The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Head, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

Staff accompanying overnight trips will receive updated safeguarding training before they depart, and will take part in a de-brief meeting with the DSL following their return, so that they may have an opportunity to discuss any safeguarding concerns they may have had or any required changes to safeguarding policy and procedure.

The Educational Trips Policy should be read for further details. As a school we do not undertake exchange visits.

20. MONITORING AND EVALUATION OF THIS POLICY

The school monitors and evaluates its Safeguarding policy and procedures through the following activities:

- Proprietor visits to the school;
- Senior Management/Leadership Team discussion sessions with children and staff
- Pupil questionnaires
- Frequent scrutiny of attendance data
- Regular analysis of a range of risk assessments

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

- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school [e.g. sufficient account must be taken of the nature, age range and other significant features of the school, such as historical issues, in the provisions made for safeguarding.
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior leadership team
- The Head reports on safeguarding monthly to the Proprietor
- A safeguarding committee, including the Proprietor, meets termly to review all aspects of safeguarding including policies and procedures
- Regular review of parental concerns and parental questionnaires

Signed

Head

Proprietor/Principal

Date: September 16

Review date:

THIS POLICY IS REVIEWED ANNUALLY (OR SOONER IF REQUIRED BY CHANGES TO LEGISLATION) BY THE PROPRIETOR AND THE SENIOR MANAGEMENT TEAM.

A COPY OF THIS POLICY IS AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE

ANNEX A – LSCB information and flow chart

ANNEX B – WHAT IS CHILD ABUSE? Types, Patterns, Recognitions and indicators of abuse and neglect

ANNEX C – Staff code of conduct

ANNEX D – Record of concern and body map

ANNEX E = The language of safeguarding and child protection

Annex F – Aspects of the Safer Recruitment Policy that are relevant to this policy

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

ANNEX A

Click here to go straight to the Essex Safeguarding Children Board - Effective support for children and families in Essex

<http://essexpartnership.org/sites/default/files/Effective%20Support%20for%20Children%20and%20Familie>

[Essex House, Colchester – Tel. email: initialresponseteam@essex.gcsx.gov.uk](mailto:initialresponseteam@essex.gcsx.gov.uk)

Where there is doubt about the most appropriate service pathway to take, anyone concerned about the welfare of a child should consult with their own manager and/or designated member of staff and, where they remain unsure, contact CSC Initial Response Team (IRT) on and ask for the consultation line. New referrals and referrals on closed cases should be made to Essex Council's CSC Initial Response Team (IRT)

Unless there is immediate risk of significant harm, the family should be consulted by the referrer and informed of the referral. The referrer can always ask to discuss their concerns with a qualified social worker in IRT if they are uncertain before they make a referral on the above consultation line. CSC engagement with children in need is upon a voluntary basis. Parents, or young people who are Gillick Competent, can refuse some or all such offers of assistance. Often families prefer a lower level of support such as that offered through their school or health centre because this is less stigmatising or intrusive. The shared family assessment is a useful way of engaging children in need and their families on a voluntary basis and many problems can be resolved this way.

Children's social care (CSC) has a responsibility to children in need under section 17 of the Children Act 1989 Act. That is children whose development would be significantly impaired if services are not provided. This includes children who have a long lasting and substantial disability which limits their ability to carry out the tasks of daily living. For children in need, referral to children's social care is appropriate when more substantial interventions are needed: where a child's development is being significantly impaired because of the impact of complex parental mental ill health or learning disability or substance misuse, or very challenging behaviour in the home. A Social care referral is also appropriate where parents need practical support and respite at home because of a disabled child's complex care needs. In these situations CSC will work with families on a voluntary basis, often in partnership with other professionals, to improve the welfare of the children and to prevent problems escalating to a point that statutory child protection intervention is needed. The second area of CSC responsibility is child protection – that is where CSC must make enquiries under section 47 of the Children Act 1989 to determine whether a child is suffering or is likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. There is no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, and the severity of the emotional and physical impact on the child. It is important to consider age and context – babies and young children are particularly vulnerable – and parental factors such as history of significant domestic violence, substance misuse or mental ill-health. Significant harm could occur where there is a single event, such as a violent assault or sexual abuse. More often, significant harm is identified when there have been a number of events which have compromised the child's physical and psychological wellbeing; for example, a child whose health and development is severely impaired through neglect.

Professionals in all agencies have a responsibility to refer a child to children's social care when it is believed or suspected that the child:

- Has suffered significant harm – child protection
- Is likely to suffer significant harm – child protection

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

- [Has significant developmental or disability needs which are likely only to be met through provision of CSC family support services \(with agreement of the child's parent\) – children in need](#)
[Additional information or concerns on open cases should be made to the allocated social worker \(or in their absence the manager or the duty social worker\). If you are unsure who the social worker or team is, you can contact IRT to find out or to pass on the information. When CSC undertakes a S.47 child protection enquiry, the SET \(Southend, Essex and Thurrock\) child protection procedures are followed.](#)

ANNEX B

WHAT IS CHILD ABUSE? Types, Patterns, Recognitions and indicators of abuse and neglect

See the following advice - 'What to do if you're worried a child is being abused' -

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

and 'Practitioners Guide to Threshold Criteria for Children in Need and in Need of Protection' -

<http://www.readinglscb.org.uk/information-professionals/threshold-criteria/>

and *Safeguarding Children from Abuse Linked to Belief in Spirit Possession*

<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DFES-00465-2007.pdf>

Child abuse can fall within the following categories:

- **Abuse** - a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional community setting by those known to them or more rarely, by others (eg via the internet) They may be abused by an adult or adults or another child or children.
- **Physical Abuse** – a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
 - **Fabricated or Induced Illness** – Physical harm caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.
 - **Harm caused by culture, faith and beliefs** - is defined for the purposes of this policy as the belief that an evil force has entered a child and is controlling him. Sometimes the term 'witch' is used and is defined here as the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is defined here as attempting to expel evil spirits from a child. The abuse usually occurs in the household where the child lives. It may also occur in a place of worship where alleged 'diagnosis' and 'exorcism' may take place.

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

- Female Genital Mutilation – Staff need to be aware of what this is. (FGM) The partial or total removal of external female genitalia, practice in some cultures. Teachers cannot examine, but only raise concerns with the DSL. Guidance can be found here; <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>. Mandatory Reporting of FGM is in place and procedural information can be found here; <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>. If you become aware of a case, legislation requires you to make a report to the police. It is recommended that you make a report orally **by calling the police use the non-emergency number 101.**
- Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- Child sexual exploitation (CSE) - involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
- Neglect – the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.
- Emotional Abuse – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- Further information on Preventing Radicalisation - Protecting children from the risk of radicalisation should be seen as part of school’s wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely

to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. For advice and support on extremism, contact Reading Borough Council Multi-Agency Safeguarding Hub (MASH) 0118 937 3641 (Office hours only) 01344 786543 (Out of Hours Emergency Duty Team) or the police on the non-emergency number 101.

- o Further information on the following specific safeguarding issues can be found on the TES website and the NSPCC website. Broad government guidance is also available via the GOV.UK website. There is some brief further information at the end of this Annex B

Forced Marriage

Domestic Violence

Gender based violence/violence against women and girls (VAWG)

Mental health

Private fostering

Sexting

Teenage relationship abuse

trafficking

Signs and Symptoms of Child Abuse

These are some of the signs and symptoms and types of behaviour which may indicate that a child is being abused. In themselves they may not be proof of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges. There is a good deal of overlap between the signs and symptoms of the different categories of abuse.

Possible Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries
- Improbable explanations for injuries
- Untreated injuries or lingering illness not attended to
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression, bullying
- Over-compliant behaviour
- Running away
- Significant inexplicable changes in behaviour
- Deterioration of work
- Unexplained pattern of absence, which may serve to hide injuries

Possible signs of Fabricated Illness

The only person noticing the symptoms is the parent or carer

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

- Exaggerating or fabricating symptoms to suggest the presence of an illness
- Repeatedly being absent for apparent medical reasons

Possible signs of harm caused by culture, faith or beliefs

- Beating, shaking, burning, cutting, stabbing, semi-strangulation, tying up the child, rubbing chilli peppers or other substances on the child's genitals or eyes or placing chilli peppers or other substances in the child's mouth
- Not allowing the child to eat or share a room with family members or threatening to abandon them
- Telling a child that they are possessed
- Failure to ensure appropriate medical care, supervision, regular school attendance, good hygiene, nourishment, clothing

Possible signs of neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at school
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness

Possible signs of sexual abuse

- Bruises, scratches or bite marks on the body
- Sexual awareness inappropriate to the child's age – shown, for example, in drawings, vocabulary, games etc.
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or to go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends

Possible signs of emotional abuse:

- Low self-esteem
- Changes in behaviour
- Withdrawal
- Extreme aggression or passivity
- Air of detachment - 'I don't care'
- Mistrust of adults
- Over-compliance
- Social isolation
- Frequent tummy pains and other pains
- Repression

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

- Depression
- Self-inflicted injuries
- Running away
- Reluctance to go home
- High level of attention-seeking behaviour
- Flinching from contact
- Sudden speech disorders

Possible signs of bullying:

- Physical pushing, kicking, hitting and punching
- Verbal name calling, sarcasm, spreading rumours, humiliation and continuous ignoring of individuals
- Racial taunts, graffiti and gestures
- Sexual and abusive comments and unwanted physical contact
- Abusive telephone calls, text messages or e-mails

- The NSPCC's child protection fact sheet "Signs of Abuse" (www.nspcc.org.uk/signsofabuse) dated April 2014.

ANNEX B

NSPCC factsheet - April 2014

Recognising signs of abuse at different stages of a child's development

This factsheet describes signs of abuse in the context of stages of child development. It aims to help anyone working with children to distinguish between normal child behaviour and those injuries and behaviours which might indicate abuse.

What is child abuse?

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

- physical abuse
- sexual abuse
- neglect
- emotional abuse.

Sometimes children are sexually abused by other children.

Child abuse definitions

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact

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

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

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

Neglect often happens at the same time as other types of abuse (Daniel et al, 2011; Rees et al, 2011).

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

General signs of abuse

Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Anyone working with children or young people needs to be vigilant to the signs listed below.

Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated.

- Regularly experiencing nightmares or sleeping problems.
- Changes in personality.
- Outbursts of anger.
- Changes in eating habits.
- Showing an inexplicable fear of particular places or making excuses to avoid particular people.
- Self-harming (includes head banging, scratching, cutting).
- Not receiving adequate medical attention after injuries.
- Showing violence to animals, toys, peers or adults.
- Knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour.
- Lacking in confidence or often wary/anxious.
- Regressing to the behaviour of younger children.
- Regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly.

Whether or not a child's behaviour or appearance is concerning depends on their age or stage of development. Below are signs of potential abuse to look out for in children of specific age groups. Remember that children with learning difficulties, physical disabilities or health-related issues may be at a different developmental stage to most of their peers. However, children who have experienced abuse or neglect from a young age may also display

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

developmental delays compared to children their own age. In such cases, the lack of a clear medical explanation for these delays may be an indicator of abuse.

Infancy to preschool

- Doesn't cry or respond to parent's presence or absence from an early age (usually because they have learnt that their parent will not respond to their distress, this is known as a lack of attachment).
- Late in reaching developmental milestones such as learning to speak, with no medical reason.
- Acting out excessive violence with other children.
- Significantly underweight but eats well when given food.
- Talks of being left home alone or with strangers.

Middle childhood

- Talks of being left home alone or with strangers.
- Lacks social skills and has few if any friends.
- Shows lack of attachment to a parent.
- Becomes secretive and reluctant to share information.
- Acting out excessive violence with other children.

School age (5 to 16 years)

- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for PE etc.
- Wets or soils the bed.
- Acting out excessive violence with other children.

Adolescence

- Drinks alcohol regularly from an early age.
- Is concerned for younger siblings without explaining why.
- Becomes secretive and reluctant to share information.
- Talks of running away.
- Shows challenging/disruptive behaviour at school.
- Is reluctant to get changed for PE etc.

Physical abuse

It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation.

Marks or injuries which do not have an acceptable explanation may indicate that a child has been abused. This may include:

Bruising

- Bruises on the cheeks, ears, palms, arms and feet.
- Bruises on the back, buttocks, tummy, hips and backs of legs.
- Multiple bruises in clusters, usually on the upper arms or outer thighs.
- Bruising which looks like it has been caused by fingers, a hand, or an object i.e. belt, shoe etc.
- Large oval shaped bite marks.

Burns or scalds

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

- Any burns which have a clear shape of an object, e.g. cigarette burns.
- Burns to the backs of hands, feet, legs, genitals, or buttocks.

Other signs of physical abuse include multiple injuries (i.e. bruising, fractures) inflicted at different times. It is particularly concerning if parents/carers are unable to explain these injuries and it is not clear whether they took the child to receive medical treatment at the time of the injury.

Be vigilant to possible abuse if a child is frequently described as ill by their parent but does not have any symptoms which are obvious to others. In addition, the parent will be unable to provide details of a medical diagnosis for the child's apparent condition.

Find out more about fabricated or induced illness

There are other signs and indicators of abuse that are age specific.

Infancy to pre-school

- Unexplained head injuries to a baby.
- Bruises on babies who are not yet crawling or walking.
- Acting out excessive violence either with toys or peers.

Sexual abuse

It is normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

'Normal' sexual behaviour in children:

Infancy to pre-school

- Kisses and hugs others.
- Is curious about and looks at other's private body parts; has limited understanding of privacy needs.
- Talks about private body parts.
- Uses words such as 'poo', 'bum' and 'willy' freely.
- Plays 'house' or 'doctor' games.
- Shows, touches, or rubs own genitals, or masturbates as a 'comfort' habit.

Middle childhood

- Kisses and hugs others.
- Displays an interest in others' private body parts but is aware of the need for privacy.
- Talks about and occasionally shows private body parts to others.
- Uses words such as 'poo', 'bum' and 'willy' freely and delights in being 'shocking'.
- Sometimes uses swear words and/or 'sex' words copied from others.
- Plays 'house' or 'doctor' games.
- Sometimes touches or rubs own genitals, or masturbates as a comfort habit.

Pre-adolescent children (aged 10 to 12 years)

- Kisses, hugs, and may 'date' others.

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

- Is interested in others' private body parts and in the changes occurring in puberty, is aware of the need for privacy.
- May ask questions about relationships and sexual behaviour.
- May look at sexual pictures including internet images.
- Masturbates in private.

Adolescents (aged 13 to 16 years)

- Kisses, hugs, dates others, may have longer term relationships.
- Is interested in and asks questions about body parts, relationships and sexual behaviour. Is aware of the need for privacy.
- Uses sexual language and talks about sexual acts with peers.
- May look at sexual pictures including internet images.
- Masturbates in private.
- Experiments sexually with adolescents of similar age.

The following are age-specific signs and indicators of sexual abuse:

Infancy to pre-school

- Talking about sexual acts or using sexually explicit language.
- Having sexual contact with other children.
- Using toys or other objects in a sexual way.
- Becoming withdrawn or very clingy.
- Physical signs such as anal or vaginal soreness or an unusual discharge.

Middle childhood

- Masturbating in public.
- Showing adult-like sexual behaviour or knowledge.
- Using toys or other objects in a sexual way.
- Becoming withdrawn or very clingy.
- Physical signs such as anal or vaginal soreness or an unusual discharge.

Adolescence

- Masturbating in public.
- Having sexual contact with younger children or older adults.
- Pregnancy when the child does not have a boyfriend.
- Sexually transmitted diseases.

Neglect

It is important to remember that some children are very picky eaters whilst others may refuse to wear a coat regardless of how cold it is outside. A child may also appear to be underweight, but is, in fact, naturally thin.

Some of the most obvious signs of neglect (e.g. children being thin, dirty or not wearing a coat) are not in themselves indicators of abuse. However, if, over time, it is clear that a child is not receiving an adequate level of care and supervision appropriate to their age, it may indicate that the child is being neglected. The following are general and age-specific signs of neglect.

General signs of neglect for children of all age groups:

- medical needs are not being met: not being registered with a G.P.; not being taken to the dentist despite having obvious dental problems; failing to ensure that the school has a child's medication, e.g. asthma inhalers
- not taking the child to see a doctor when they are ill or have been injured.

There are other signs and indicators of neglect that are age-specific.

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

Infancy to pre-school

- Frequent and untreated nappy rash.
- Child has numerous accidental injuries and the explanations given suggest a lack of supervision.
- Immunisations are not up to date.
- Child is significantly underweight but eats well when observed.

Middle childhood

- Child has poor school attendance and punctuality and is often picked up late at the end of the day.
- A child is frequently tired at school due to a lack of routine at home (e.g. regular bedtimes).
- Parents are unsupportive and uninterested in the child's education or behaviour.
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food.

Adolescence

- A child is often tired at school due to a lack of routine at home (e.g. regular bedtimes).
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food.
- Parents are dismissive and non-responsive to professional concerns (e.g. the need for medical care or taking action over bullying).

Emotional abuse

It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child.

The following signs may indicate emotional abuse for children of all age groups:

- inappropriate knowledge of 'adult' matters such as sex, alcohol and drugs
- extreme emotional outbursts
- regularly experiencing nightmares or sleep difficulties.

There are other signs and indicators of emotional abuse that are age specific.

Infancy to pre-school

- Over-affectionate towards strangers or people they haven't known for very long.
- Lacks confidence and is often wary or anxious.
- Displays lack of attachment to parent, e.g. when being taken to or collected from nursery etc.
- Is frequently aggressive or nasty towards other children and animals.

Middle childhood

- Frequently soils the bed.
- Language and behaviour are not socially appropriate.
- Struggles to control strong emotions.
- Shows lack of attachment to a parent.
- Lacks social skills and has few if any friends.
- Self-harms, e.g. scratching, head banging.

OTHER TYPES OF ABUSE OF CURRENT CONCERN

Honour Based Violence HBV – e.g. FGM/Forced Marriage. Female Genital Mutilation FGM

This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their legal duty to report *known* cases to the police.

Multi agency guidelines;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

Forced Marriage

Is illegal and a form of child abuse. A marriage entered into without the full and free consent of one or both parties, where violence or coercion is used.

Multi agency guidelines;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Preventing Radicalisation

This is part of our wider safeguarding duty. We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.

As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately.

We will work with other partners including the Channel Panel.

The DSL is appropriately trained and be able to offer advice, support and information to other staff.

We will ensure safe internet filters are in place and ensure our pupils are educated in online safety.

Prevent police officer in local area = See Annex A

Prevent duty – See Annex A

<http://educateagainsthate.com/>

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

The school will follow the legal requirements of reporting as set out by the LSCB

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

Dealing with issues relating to parental responsibility

<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility>

Domestic Abuse

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional
-

Children with sexually harmful behaviour

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible.

ONLINE SAFETY SUPPORT

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.pshe-association.org.uk educateagainsthate.com

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

ANNEX C

STAFF BEHAVIOUR AND CODE OF CONDUCT /STAFF BEHAVIOUR POLICY

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car.

Objective, Scope and Principles

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

This Code of Conduct is designed to give clear guidance on the standards of behaviour all school employees are expected to observe. School employees are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils/students within the school. As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

This Code of Conduct applies to all employees of the school. This Code of Conduct does not form part of any employees' contract of employment.

In addition to this Code of Conduct, all employees engaged to work under Soaring High Employment Contract have a statutory obligation to adhere to the 'Teachers' Standards 2012' and in relation to this policy, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

1. Setting an Example

- 1.1 All staff who work in school set examples of behaviour and conduct which can be copied by pupils. Staff must therefore for example avoid using inappropriate or offensive language at all times.
- 1.2 All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils to do the same.
- 1.3 All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
- 1.4 This Code helps all staff to understand what behaviour is and is not acceptable, regard should also be given to the disciplinary rules set out in the Schools' Disciplinary Policy and Procedure.
- 1.5 All staff are expected to familiarise themselves and comply with all school policies and procedures.

2. Safeguarding Pupils

- 2.1 Staff have a duty to safeguard pupils from physical abuse, sexual abuse, emotional abuse and neglect
- 2.2 The duty to safeguard pupils includes the duty to report concerns about a pupil or colleague to the school's Designated Safeguarding Lead or the Deputy.
- 2.3 The school's DSL is Sarah Rowledge and the Deputy is Denys Lyne.
- 2.4 Staff are provided with personal copies of the school's Child Protection and Safeguarding Policy and Whistleblowing Procedure and staff must be familiar with these documents.
- 2.5 Staff should treat children with respect and dignity and must not seriously demean or undermine pupils, their parents or carers, or colleagues.

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

2.6 Staff should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of students, embarrassing or humiliating students, discriminating against or favouring students.

2.7 Staff must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare.

3. Relationships with students

3.1 Staff must declare any relationships that they may have with pupils outside of school; this may include mutual membership of social groups, tutoring, or family connections. Staff should not assume that the school are aware of any such connections. A declaration form may be found in appendix 1 of this document.

3.2 Relationships with pupils must be professional at all times, physical relationships with students are not permitted and may lead to a criminal conviction.

3.3 Contact with pupils must be via school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with pupils.

3.4 If contacted by a pupil by an inappropriate route, staff should report the contact to the Principal immediately.

4. Pupil Development

4.1 Staff must comply with school policies and procedures that support the well-being and development of pupils.

4.2 Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils.

4.3 Staff must follow reasonable instructions that support the development of pupils.

5. Honesty and Integrity

5.1 Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

5.2 All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to the Whistleblowing procedure for schools.

5.3 Gifts from suppliers or associates of the school must be declared to the Principal, with the exception of “one off” token gifts from students or parents. Personal gifts from individual members of staff to pupils are inappropriate and could be misinterpreted and may lead to disciplinary action.

6. Conduct outside of Work

6.1 Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee’s own reputation or the reputation of other members of the school community.

6.2 In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.

6.3 Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance in the school.

7. E-Safety and Internet Use

7.1 Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the schools’ E-Safety and ICT Acceptable Use Policy at all times both inside and outside of work.

7.2 Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.

7.3 Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by ‘liking’ certain pages or posts established by others. This may also include the use of dating websites where staff could encounter pupils either with their own profile or acting covertly.

7.4 Contact with pupils should only be made via the use of school email accounts or telephone equipment when appropriate.

7.5 Photographs/stills or video footage of pupils should only be taken using school equipment, for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored in accordance with the school’s procedures on school equipment.

8. Confidentiality

- 8.1 Where staff have access to confidential information about pupils or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil.
- 8.2 All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil is bullied by another pupil (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the pupil's parent or carer, nor with colleagues in the school except with a senior member of staff with the appropriate authority to deal with the matter.
- 8.3 However, staff have an obligation to share with their line manager or the school's Designated Senior Person any information which gives rise to concern about the safety or welfare of a pupil. Staff must **never** promise a pupil that they will not act on information that they are told by the pupil.

9. Dress and Appearance

- 9.1 All staff must dress in a manner that is appropriate to a professional role and promoting a professional image
- 9.2 Staff should dress in a manner that is not offensive, revealing or sexually provocative
- 9.3 Staff should dress in a manner that is absent from political or other contentious slogans.

10. Disciplinary Action

Staff should be aware that a failure to comply with the following Code of Conduct could result in disciplinary action including but not limited to dismissal.

11. Compliance

All staff must complete the form in appendix 2 to confirm they have read, understood and agreed to comply with the code of conduct. This form should then be signed and dated.

PROFESSIONAL RESPONSIBILITIES

When using any form of ICT, including the Internet, in school and outside school

For your own protection we advise that you:

- Ensure all electronic communication with students, parents, carers, staff and others is compatible with your professional role and in line with school policies.

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

- Do not talk about your professional role in any capacity when using social media such as Facebook and YouTube.
- Do not put online any text, image, sound or video that could upset or offend any member of the whole school community or be incompatible with your professional role.
- Use school ICT systems and resources for all school business. This includes your school email address, school mobile phone and school video camera.
- Do not disclose any passwords and ensure that personal data (such as data held on MIS software) is kept secure and used appropriately.
- Only take images of students and/or staff for professional purposes, in accordance with school policy and with the knowledge of SLT.
- Do not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory.
- Ensure that your online activity, both in school and outside school, will not bring the school or professional role into disrepute.
- Emails should be checked daily, as a minimum on working days or every other day if one day is particularly busy.
- You have a duty to report any e-Safety incident which may impact on you, your professionalism or the school.



Appendix 1

Relationships with students outside of work declaration

It is recognised that there may be circumstances whereby employees of the school are known to students outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Staff must declare any relationship outside of school that they may have with students.

Employee Name	Student Name	Relationship

I can confirm that I am fully aware of the code of conduct relating to contact out of school with students in line with this policy.

If I am tutoring a student outside of school I am aware that the following must be adhered to:-

- I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring
- I emphasise to parents that this is done completely independently of the school
- No monies come through the school at any point, informally (e.g. via the child) or formally

I confirm that if these circumstances change at any time I will complete a new form to ensure the school are aware of any relationships.

Signed

Date

Once completed, signed and dated, please return this form to the office.



Appendix 2

Confirmation of compliance

I hereby confirm that I have read, understood and agree to comply with the school's code of conduct.

Name

Position/Post Held.....

Signed

Date

Once completed, signed and dated, please return this form to the Principal

Confidentiality & Information Sharing

The over-riding principal is that the welfare of the child is paramount. Privacy and confidentiality must be respected where possible, provided that doing so does not leave a child at risk of harm.

Staff and other adults who have a concern about a child have a responsibility to share the relevant information with the Designated Safeguarding Lead and/or Safeguarding Officers, who may in turn share that information with other professionals. Sensitive information should be shared with the minimum number of people possible in order to properly investigate and resolve the concern.

Staff should not promise to keep secret information given to them by a child, but should explain that they will pass the information only to those who need to know and can help.

The following "golden rules" for information sharing are taken from Government guidance:

- Remember that the Data Protection Act is not a barrier to sharing information. It provides a framework to ensure that personal information about living persons is shared appropriately.

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

- Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
- Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose. If you decide not to share, then record why.

Mobile Phones – please see Mobile Phone Usage Policy

Our school believes that keeping children safe is of paramount importance. We also seek to ensure that everyone in the school is safeguarded against allegations and works to high standards of professionalism. Practitioners, teachers, volunteers, students and other visitors to the school, who will be in areas where children are present, are asked to switch off their mobile phones and to keep them in their bag or pocket as appropriate.

Mobile phones and cameras

The school provides mobile phones for trips and cameras for taking photographs when necessary (staff portfolios whilst training, evidence of pupil progression in EYFS)

Mobile phones should not be used when supervising or teaching children except in cases of emergency. Images of children must not be taken or stored on any personal mobile phone. If a phone/camera is to be used for school blogs or Twitter whilst on educational visits, permission must be obtained from the Head and reference to their use and subsequent safety of data must be referred to on the trip risk assessment. Images must be deleted as soon as they have been used and not stored on the phone or camera.

Photography can be used for recording achievements, for records and for other school use. However, only school cameras can be used to photograph children. Images can only be stored on school, password protected computers and then must be deleted from the camera immediately and especially before the camera leaves the premises on an educational visit. Images can be printed for record and other school purposes.

Consent will be obtained from parents in order for photographs to be taken and used for evidence or recording achievements. Consent will be obtained for use on the school website or in publicity material. Please ensure you are aware of those children for whom permission has not been granted. Any photography or videoing of children will be done by staff/parent/carers and must always take place in full view of others.

Cameras and mobile phones are not permitted in toilet areas or where children are changing.

Communication with Pupils

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system. They should not communicate with pupils using social networking sites, even on educational matters, but should use official email and networking sites sanctioned by the school. Staff should be circumspect in their private use of social networking sites and must not discuss school business or school issues on their personal social networking site or risk breaching confidentiality about the pupils. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any staff numbers that they may have acquired during the trip.

Physical contact with pupils

There is an absolute ban on the use by any member of staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or any action which is primarily intended to cause pain, injury or humiliation.

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or of the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed on the pupil's file.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself, another or to property, prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise or committing an offence and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL who will decide what to do next. Where this relates to the school's nursery/EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff.

Use of physical interventions:

- There is an absolute ban on the use by any member of staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or any action which is primarily intended to cause pain, injury or humiliation.
- It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place; (e.g. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.),

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

- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:
 - a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
 - b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or

prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

- School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day.

Staff taking medication or other substances

Staff members may not be under the influence of alcohol or any other substance which may affect their ability to care for children. If any member of staff is taking medication which may affect their ability to care for children, those practitioners should seek medical advice and should inform their line manager. An example of this might be medication which makes you drowsy, which could compromise a child's safety, or affects your eye sight, meaning that you should not dispense medicine to children. The Deputy Head will review the medical advice, in consultation with the member of staff. The school will only allow practitioners to work directly with children if the medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Should a member of staff need to bring their medication to school with them, it must be securely stored, in their locker or in the school office, out of the reach of children at all times.

ANNEX D

CHRONOLOGICAL RECORD OF CONVERSATIONS, OBSERVATIONS AND PHONE CALLS RELATING TO THE SAFETY AND PROTECTION OF CHILDREN

Name.....

DATE	DETAILS	ACTION

RECORD OF CONCERN

Name of Child		
Gender	Age	Date of birth
Your name	Position	Date and time of incident

Name and details of person raising concern (if applicable)
Description of incident or circumstances concern including (i) child's perspective (verbatim where possible); (ii) details of anyone alleged to have caused the incident or concerns; and (iii) details of any witnesses or others who share the concerns

Date and time brought to attention of DSL/Head/Proprietor	Brought to whose attention
Signed	Date and time

This form should immediately be passed to the Designated Safeguarding Lead (“DSL”), or the Principal as appropriate

Please circle location of injury/s. PLEASE NOTE: You should only view parts of the child’s body which are normally visible.

ANNEX E

The Language of Safeguarding and Child Protection

Child/Children include everyone under the age of 18.

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. It can also include issues such as health and safety, use of reasonable force, meeting the needs of pupils with medical conditions, providing first aid, educational visits, intimate care and emotional well-being, online safety and associated issues and security – taking into account local context.

What is Child Protection?

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, bullying/cyber-bullying, appropriate medical provision, drugs and substance misuse. These areas have specific policies and guidance which should be read in conjunction with this document.

Proprietor and Head. All staff, including volunteers, have a statutory obligation to report to the Designated Safeguarding Lead (DSL) if there is suspicion of abuse/neglect of a pupil or if a pupil discloses abuse or allegations of abuse.

What is significant harm?

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

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

Early Help providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. It is about providing support quickly whenever difficulties emerge to reduce the impact of problems.

Responsibilities

The responsibility for child safeguarding falls on everybody who is employed at the school. All adults who work at this school are expected to support the school's Child Protection Policy, with overall responsibility falling upon the

CAF – Common Assessment Framework an early help inter-agency assessment. It offers a basis for early identification of children's additional needs, the sharing of this information between organisations and the coordination of service provision. Early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The findings from the Common Assessment may give rise to concerns about the child's safety and welfare. In these circumstances, it should be used to support a Referral to Children's Social Care: However undertaking a CAF is not a pre-requisite for making a referral.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Parent refers to birth parents and other adults who are in a parenting/carer role, for example step-parents, foster carers and adoptive parents.

Designated Officer – new term for LADO – a post in the local authority, to coordinate and manage allegations against staff.

Social Care Direct – Local Authority children social care/Family services.

LSCB - Local Safeguarding Children Board

DSL - Designated Safeguarding Lead.

Annex F

Aspects of the Safer Recruitment Policy that are relevant to this policy

Safer Recruitment of Staff and Single Central Record (also refer to the Safer Recruitment Policy and Procedures): Soaring High follows the Government's recommendations for the safer recruitment and employment of staff that work with children. The Single Central Register (SCR), often referred to as the Centralised Record, is rigorously maintained. All employees and volunteers are checked in accordance with the full requirements of the SCR before starting work. Where appropriate a check is made of the prohibition list. Assurances are obtained 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 (for example, in a separate institution, on educational visits or other offsite activities). The school complies with legislation whereby it is an offence: to knowingly employ (or take on as a volunteer), in an Disclosure and Barring Service (DBS) regulated activity, someone who is barred from such activity); not refer to the DBS details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

Selection and pre-employment vetting (Please also refer to our Safer Recruitment Policy and Procedures): As part of our pre-employment vetting we ask new staff for information on disqualification. We carefully check the employment history of candidates including verifying references, which are taken up prior to interview, and

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

investigating gaps in employment. Also, where an individual claims qualifications as part of an application for a position, these are checked in advance of employment. Documentary evidence is retained about employees, usually on their personnel file.

Regulated Activity: This includes teaching, instructing, caring for or coming into contact with children if the person is unsupervised, or driving a vehicle only for children. Any activity is only regulated if it is done regularly, with the exception of personal or healthcare which is always regulated. The definition of regular is that it is carried out once a week or more by the same person or it is carried out more than three days in any period of 30 days (or between 2am and 6pm).

Agency and third-party staff: We are responsible for ensuring that individuals are suitable. We require the agency or organisation to provide us with evidence that the relevant checks have been carried out; this includes identity, enhanced disclosure, right to work in the UK, barred list/List 99 check, prohibition order check, site of original qualifications, and overseas checks. We obtain written confirmation from the agency (or other third-party organisation) so that we can see and check all the evidence ourselves. We have an agreement with the agency/organisation that where convictions or soft information exists on a DBS certificate, we have the right to see that information (including the individual's DBS) and make our own decision about whether the individual is suitable for our school. Insisting that we have access to such information ensures that we are satisfied that the right checks are made and only appropriate people are accepted into our school. We also then check that the person who shows up at our school is the person against whom the checks have been made.

Adults who supervise children on work experience: In line with KCSIE advice we require that barred check lists are obtained for people supervising a child under 16 on a work placement where the conditions for regulated activity are met.

Contractors: Building contractors engaged by or on behalf of the school and undertaking works on site will be made aware of this policy and expected to adhere to it; their compliance will be monitored. Long-term contractors will be asked to provide their consent for DBS checks to be undertaken if a check is required for them coming into contact with children. Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children. When large numbers of workers and sub-contractors are on site, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils. All contractors and sub-contractors will be issued with copies of our code of conduct for staff. We always check the identity of contractors and their staff on arrival.

Visitors: Authorised visitors will be asked to wear school visitor or identity badges. Unidentified visitors will be challenged by staff or reported to the Principal or school Office.

The Role of the Principal: It is incumbent on the Principal to comply with their duties under legislation and ensures the policies, procedures and training in the school are effective and comply with the law at all times. The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children". The school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). The Principal ensures that a senior member of staff, receives appropriate training to act as the Designated Safeguarding Lead (DSL) for child protection including safe recruitment issues in the school, and is fully abreast of the guidance available for safeguarding. The Principal has formally adopted this policy and reviews its contents annually or sooner if any legislative or regulatory changes are notified to us.

Obtaining a DBS barred list check and Secretary of State Prohibition Order: In addition to complying with the Disclosure and Barring Service requirements our school is also registered to access checks (including past checks) on the DBS Barred list. We carry out a barred list check for all new employees, volunteers and contractors irrespective of whether they possess an enhanced DBS Certificate. We also check that anyone we employ to carry out teaching work, inclusive of those who do not have Qualified Teacher Status (QTS), is not subject to a

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

prohibition order issued by the Secretary of State. Teaching work, for this purpose is defined in the Teacher's Disciplinary (England) Regulations 2012 to encompass: planning, delivering and preparing lessons and courses for pupils and assessing and reporting on the development, progress and attainment of pupils. "Delivering" includes delivering lessons through distance learning or computer aided techniques.

Recruitment of Ex-Offenders: We comply with legislation regarding the recruitment of ex-offenders.

Appointment of Staff from Abroad: If we appoint staff who have lived or worked abroad we undergo the checks required in the Independent School Standards Regulations and the Single Central Record (Centralised Register).

Disqualification by Association - early years and later year's provision: Pre-appointment checks in this regard may also be needed for relevant staff, leaders and managers as part of following the KCSIE supplementary advice. Employees who teach or manage any aspect of provision for children up to the age of 8 years are not allowed (in accordance with regulations made under Section 75 of the Childcare Act 2006) to work in this capacity at our school if they, or others in their household are disqualified. This self-declaration form is incorporated into the appointments process for all staff. In the event of disqualification, the provider must cease employment. The grounds for disqualification are not only that a person is barred from working with children but also include whether they have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad; other orders have been made against them relating to their care of children and they have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering. Disqualification occurs as soon as these criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list. DfE has advised that relevant convictions are not considered "spent" in this connection. Staff who fall within the 'by association' rule may apply to Ofsted for a waiver of disqualification.