



Safeguarding and Child Protection Policy

including Early Years Foundation Stage

Person responsible: **Susan Walker Acting Headteacher**

Approved by Adam Holdsworth, Governor

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Next review date: September 2024



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1. Essential information and guidance in the event of a concern

If you have a concern about a child, act immediately.

1.1. Primary School Contacts

Designated Safeguarding Lead (DSL)	Mrs Frances Colman fcolman@westvillehouseschool.com 01943 608 053
Deputy Designated Safeguarding Lead (DDSL)	Miss Rebecca Mountain, Teacher rmountain@westvillehouseschool.com 01943 608053 Miss Louise Dobson, Games Teacher ldobson@westvillehouseschool.com 01943 608053
Early Years Foundation Stage (DDSL)	Mrs Sophie Helsby, EYFS Teacher shelsby@westvillehouseschool.com 01943 608053
Nominated Safeguarding and Prevent Governor	Dr Karen Ellison, Governor kellison@westvillehouseschool.com 07545 148874
Chair of Governors	Mr Adam Holdsworth, Chair of Governors aholdsworth@westvillehouseschool.com 07770 693739

Advice and Procedures are given by North Yorkshire Children's Local Safeguarding Partnership Arrangements (NYSCP) and can also be found at <https://www.safeguardingchildren.co.uk>.

Any further actions or procedures needed will be in accordance with the relevant Local Authority which is dependent on where the child lives eg. North Yorkshire (NYSCP), Bradford (BSP).

For the EYFS the school has used as guidance the NYCC "Safeguarding Children Policy and Procedure - Guidance for Early Years Providers and Childminders working with Assistants April 2016"



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1.2. Key External Contacts

If the concern is regarding a child, it is where the child lives that determines who to contact. Please find details for our local areas listed below:

North Yorkshire

For Safeguarding advice and support, please follow the link for more details

<http://www.safeguardingchildren.co.uk/worried-about-child>.

**North Yorkshire Customer Service
Centre**

01609 780780

children&families@northyorks.gov.uk
www.safeguardingchildren.co.uk

Emergency Duty Team: 01609 780780

The North Yorkshire Children's Safeguarding Partnership may refer the school to the local authority in which the child lives.

Early Help Service – Area Prevention Managers

Elizabeth White
West Craven

01609 797464

Jon Coates
Ripon & Rural Harrogate

01609 535926

Rachel Yeadon
Harrogate Town & Knaresborough

01609 798560

North Yorkshire LADO Contacts

You should first contact the Duty Local Authority Designated Officer (LADO) lado@northyorks.gov.uk or 01609 533080 within office hours. A referral should be sent to the LADO within one working day using the LADO Referral Form, giving as much detail as possible. Once completed, LADO Referral Forms should then be emailed using secure mail (e.g. gcsx, pnn, cjsm, etc.) to social.custodian@northyorks.gcsx.gov.uk.

Rosemary Cannell, Education Child
Protection & Safeguarding
Manager/LADO

Harrogate Education Office,
Ainsty Road,
Harrogate,
HG1 7SN



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Craven, Harrogate & Selby

01609 534974

rosemary.cannell@northyorks.gov.uk

Susan Crawford, Education Child
Protection & Safeguarding
Manager/LADO

Harrogate Education Office,
Ainsty Road,
Harrogate,
HG1 7SN

Craven, Harrogate & Selby

01609 532152

07813 005161

susan.crawford@northyorks.gov.uk

For concerns regarding adults working at the school please contact Rosemary Cannell on 01609 534974 or 07715 540723.

Bradford

West Yorkshire Social Services

01274 437 500

<http://bradfordscb.org.uk/practitionersprofessional/report-abuse/>

Out of Hours: 01274 431 010

In Bradford, please contact the following for advice and to make a referral, if you have reason to believe that a child is at immediate risk of harm, contact the police on 999.

**Children's Social Services Initial
Contact Point**

01274 437500

8.30am - 5pm Monday to Thursday,
8.30am – 4.30pm on Friday

Social Services Emergency Duty Team

01274 431010

Open all hours

Children's Specialist Services (for
general enquiries)

01274 435600

Leeds



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Leeds Children's Social Work Service

2 Great George Street,
Leeds,
LS2 8BA

01133 760336

lscp.info@leeds.gov.uk

<https://www.leedsscp.org.uk/Concerned-about-a-child>

General Contacts

The Police - If a crime has been committed or life is in danger call 101 or in an emergency call 999.

DBS (Disclosure and Barring Service) - PO Box 181, Darlington, DL1 9FA or call 03001 231111

Early Years (Ofsted) – call 0300 123 4666

Childline – call 0800 1111

NSPCC – email: help@nspcc.org.uk, call 0800 028 0285 or visit <https://www.nspcc.org.uk/what-you-can-do/report-abuse/>

Prevent Duty

The Department for Education has set up a telephone helpline, 02073 407 264 to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gov.uk.

Bradford Prevent Lead

Danielle King, Prevent Education Officer

01274 437770

07870 991647

Danielle.King@bradford.gov.uk



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This policy has been written with regard to:

- Keeping Children Safe in Education (September 2023) (KCSIE)
- Non-statutory interim supplement to KCSIE: Safeguarding and remote education during coronavirus (COVID-19)
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (September 2018)
- KCSIE also provides links to various toolkits and to additional advice and support on: abuse; bullying; children missing from education, home or care; children with family members in prison; child exploitation; drugs; so-called 'honour-based abuse' including FGM and forced marriage; health and well-being; homelessness; private fostering; radicalisation and violence (pages 140-142).
- Working Together to Safeguard Children (September 2018 – updated in 2020 but without changing the date on the published version) (WT)
- WT refers to the non-statutory but important advice: Information sharing (2018)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021) (see above: paragraph 2A)
- Prevent Duty Guidance: for England and Wales (July 2015, updated April 2021) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- Schools COVID-19 operational guidance (August 2021)
- Actions for early years and childcare providers during the Coronavirus (COVID-19) outbreak (August 2021)
- The use of social media for on-line radicalisation (July 2015)
- North Yorkshire Children's Safeguarding Board Procedures
<http://www.safeguardingchildren.co.uk/multi-agency-procedures>
- North Yorkshire Children's Safeguarding board advice -
<http://www.safeguardingchildren.co.uk/good-practice.html>
- "Preventing and Tackling Bullying - Advice for Headteachers and Governors" (July 2017)
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- For the EYFS the school has used as guidance the NYCC Safeguarding Children Policy and Procedure - Guidance for Early Years Providers and Childminders working with Assistants (April 2016)
- Inspecting safeguarding in early years, education and skills settings
- Guidance for inspectors carrying out inspections under the education inspection framework from September 2019



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2. Introduction

The governors and staff of Westville House School take seriously their responsibilities to safeguard and promote the welfare of all the children in their care, whether they are in the EYFS, Key Stage 1 or Key Stage 2.

The role of everyone in school is to contribute to the identification, referral and assessment of children in need, including those who may have suffered, are suffering or who are at risk of suffering significant harm. It is everyone's responsibility to speak up within school and we ensure children are listened to in a variety of ways. The school may also have a role in the provision of services to children in need and their families. The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and be ready to refer- acting on early signs of abuse and neglect or radicalisation.

All school staff should identify children who may benefit from early help. Early help means 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. In the first instance staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment.

As a staff we actively encourage the children to speak to any member of staff about any concerns that they may have. The children are also told that this person may be the member of staff they feel most comfortable approaching. These concerns would be then reported to the DSL and records of any conversations would be kept. All information must be shared quickly.

Staff members should have the attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child and the governing body ensures the child's wishes and feelings are considered when determining what action to take and what services to provide.

If staff need guidance on voicing any concerns there are details of who to speak within school, or external agencies, in the Westville House School Safeguarding and Child Protection Policies.

Westville House School is a small family school with a small team of staff and parent body. We are aware that staff should be reminded not to be complacent due to familiarity of staff, pupils, and families.

The policy is circulated to all staff and volunteers by means of the Staff Handbook, Staff Room Policy Display Board, Staff Room Safeguarding File, school network 'Shared Area' within the 'Safeguarding' folder, and it is drawn to the attention of newly-appointed staff as part of their induction procedure. The policy is made available to parents via the Parents' Handbook and on the school website.

Staff also have access to a 'Safeguarding Folder' on the school network which contains related policies, resources, and guidance. This includes safeguarding procedures during school closures for circumstances such as COVID-19 closure.



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The Board of Governors agrees the policy and is responsible for ensuring it is compliant. The Board of Governors are listed below:

Mr Adam Holdsworth, Chair of Governors
Dr Karen Ellison, Safeguarding Governor
Mr William Eddison, Governor
Mr Stewart McGuffie, Governor
Mrs Caroline Hurwood, Governor
Mr James Mundell, Governor
Mr Mark Robinson, Governor
Mr Dan Rathbone, Governor
Mrs Joanna Phillips, Governor
Mr Geoffrey Mountain, Governor

Any member of staff who has a concern about a child, however insignificant this may appear to be, should discuss their concern immediately with the DSL or a DDSL as soon as possible. Mrs Colman is almost always available and Miss Mountain, Mrs Helsby and Miss Dobson (DDSLs) are available in her absence. In all instances the Headteacher should be kept informed except where there is an allegation against the Headteacher. In this instance, please contact either the Chair of Governors, Mr Adam Holdsworth on 07770 693739 or the designated 'Safeguarding Governor', Dr Karen Ellison on 07545 148874.

The School has due regard to the recommendations of the Independent Inquiry into Child Sex Abuse (IICSA) (March 2022).

IICSA noted that sexual abuse can and does occur

- in all types of schools;
- to all ages of children.

And so it recommended that schools must go beyond the acceptance that 'it could happen here' to the belief that 'it probably is happening here'.

The Inquiry maintained that there is no simple general solution to the problem of child sexual abuse (CSA) in schools. Instead a series of incremental changes are proposed most of which require government action. However, several specific actions for individual schools are recommended, which the school fully embraces: accordingly we shall

1. report any allegation of child sexual abuse to the inspectorate as well as to the DBS and TRA;
2. ensure that the Deputy Headteacher who is the DSL, the Deputy DSL, and the designated Safeguarding Governor are trained to the highest level;
3. ensure that RSE for all pupils including those with SEND is as effective as possible; and
4. ensure that pre-appointment checks and supervision of volunteers including parent volunteers are as effective as possible.



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3. Main elements of the policy

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children;
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- developing, and then implementing, procedures for identifying and reporting cases, or suspected cases of abuse;
- supporting pupils who have been abused in accordance with his/her agreed child protection plan;
- establishing a safe environment in which children can learn and develop;
- establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to;
- ensuring children know that there are adults in school whom they can approach if they are worried; and
- including opportunities in the PSHEE/RSE curriculum, Assemblies, and IT, for children to develop the skills they need to recognise and stay safe from abuse.

4. Contractors

Any contractors who work regularly at WHS and have the opportunity for contact with children will be given basic safeguarding training including the name of the DSL and the DDSL, and what to do if a child makes a disclosure. Contractors who do not have a DBS will be accompanied around the school.

5. Disclosures

If a child makes a disclosure of abuse to a member of staff, they should deal with it in a sensitive way and:

- a) allow the child to make the disclosure at their own pace and in their own way in a safe place;
- b) avoid interrupting except to clarify what the child is saying;
- c) not ask leading questions or probe for information which the child does not volunteer;
- d) reassure the child that they have been heard and explain what will be done next and to whom they (the member of staff) will speak next;
- e) record the conversation as soon as possible;
- f) inform the DSL or DDSL; and
- g) remember that confidentiality cannot be promised to the child.

Staff can play a vital role in helping children in need by effective record keeping. Any incident or behavioural change in a child which gives cause for concern should be carefully recorded.

In the event of a child making a disclosure of abuse to a member of staff, it should be remembered that it is important that records should be factual and should reflect the words used by the child. Opinion should not be given, unless there is a clear evidence base which can



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be quoted. Records must be signed and dated, with timings if appropriate. It is very important to remember that any issues disclosed are confidential and staff should know about them only on a 'need to know' basis. The issue of confidentiality requires that all records kept regarding such issues should be hand written and should not be typed up on a computer.

The following information should be recorded:

- a) Child's name and date of birth
- b) Child in normal context – e.g., behaviour, attitude, any previous notes
- c) Incident(s) which give rise to concern with dates and times
- d) A verbatim record (as far as practicable) of what the child has said
- e) Action taken

Written information should be passed to the DSL or DDSL, who will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. Information will be shared on a strictly need to know basis and in line with child protection policy guidance.

All the above guidelines should be adhered to whether the allegations of abuse concern an adult or adults or one or more children.

6. Referrals to Children Services

It is normally the responsibility of the DSL and in her absence the DDSL to decide when to make a referral to the Social Services. As soon as there is sufficient cause for concern for the child's safety, a referral to Social Services should be made. To help with this decision, s/he may choose to consult with the North Yorkshire Safeguarding Partnership. Issues discussed during these consultations may include the urgency and gravity of concerns for a child and the extent to which parents/carers are made aware of these. The school undertakes to make contact with one of the above welfare agencies within 24 hours of a disclosure or suspicion of abuse. Some concerns may need to be monitored over a period of time before a decision to refer to Social Services is made. In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child at the earliest possible stage and, in the event of this becoming necessary, their consent to a Social Services referral will be sought. However, it should be noted that consent is not necessary if a child is felt to be at risk of harm or if there is an allegation about a member of staff and the LADO is contacted.

It is important that children receive the right help at the right time to address risks and prevent issues from escalating. Early help and intervention are important, and staff should bear this in mind when seeking advice.

The Deputy Headteacher (DSL) will ensure that relevant staff are kept informed of any referrals.

Any member of staff can make a referral if necessary, and all staff should reassess concerns when situations do not improve, or challenge anyone else's inaction. At Westville House School we use CPOMS to refer safeguarding concerns to the DSL and where relevant the DDSL.



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If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Whilst this policy places the responsibility of making decisions about referrals with the school's DSL and DDSs, it is important the children receive the right help at the right time to address risks and prevent issues escalating. Immediate action is sometimes needed in referring early signs of abuse and neglect. It may be that a member of staff:

- has been unable to contact the DSL and believes the child is at risk of harm;
- is unsure after internal consultation as to whether safeguarding concerns exist;
- has a disagreement as to whether safeguarding concerns exist; or
- has concerns relating to any member of the organising committee.

Consultation is not the same as making a referral but should enable a decision to be made as to whether a referral to Social Services or the Police should progress. Should a member of staff contact Social Services in this way then they should inform the DSL or Headteacher as soon as possible afterwards, following the guidelines issued above.

7. Confidentiality

All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse this must be passed on to the DSL or DDSs for Child Protection as soon as possible, and the child should be told who their disclosure will be shared with. Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only.

8. Informing parents

It is good practice to be open and honest at the outset with the parents/carers about concerns, and the need for a referral. All reasonable efforts should be made to inform parents/carers prior to discussing concerns with Children's Social Care; however, this should not be delayed if concerns cannot be discussed with the parents.

Where the child expresses a wish for his or her parents not to be informed, their views should be taken seriously and a judgement made based on the child's age and understanding as to whether the child's wishes should be followed. If the DSL believes informing parents could add risk to child's safety, further external advice should be sought. Consent is not required by parents or pupil concerned for a referral to be made.

www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines

9. Confirmation of Referral

A written confirmation of the referral must be completed and submitted within 24 hours. This will normally be completed by the DSL. Where possible, North Yorkshire CYPS request that their "Referral Form to Children's Social Care or Disabled Children's Service" is used to ensure that



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all relevant information is provided to ensure that the referral can be progressed as effectively as possible.

10. Summary of Guidance for Staff

10.1. How to respond to and report concerns about children in need or at risk

- In line with WT 2018 you should:
 - see concerns / child in need > act immediately > contact your DSL > contact early help / pastoral support / children's social care as appropriate
 - see a child at risk > contact your DSL > children's social care/police (if crime committed) – immediately within 24 hours / one working day
 - or referral can be made direct. Anybody can make a referral; it does not require parental consent for referrals to statutory agencies.

10.2. Key Points

- Listening to what children have to say and giving space for them to do this safely;
- no child under the age of 16 years can give informed consent to sexual activity. It will be important to operate within the Local Partnership guidance regarding the handling of such situations involving children under the age of 16 years;
- record actual comments or concerns raised without putting words in the child's mouth;
- recognise that the child will choose who they want to speak to - it could be any member of staff or volunteer and not necessarily the Designated Person;
- do not keep secrets and do not give any promises that information will not be passed on to others who may need to take action as a result;
- engage with parents openly where there are concerns about welfare at home but not avoiding talking to children's services if such concerns are regarded as being significant (the health and welfare of children is being avoidably prevented or neglected or the child is being ill-treated);
- take advice from external agencies as to the next steps and sources of help;
- co-operate fully with external agencies to ensure the welfare of children is being promoted and children are being suitably protected from harm;
- recognise that significant harm can be 'actual' (i.e., happening now - bruises, injuries, neglect for example) or could be 'likely' (in the sense that unless action is taken now the child may be exposed to significant risk of harm in the future); and
- operate in the context of information sharing protocols and confidentiality agreements.



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11. What is Safeguarding?

Safeguarding involves:

- keeping children safe and the general promotion of their welfare in all aspects of the school's work;
- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best life chances.

12. Children in Need

A child in need is defined under the Children Act 1989 as "a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled."

There is a difference between safeguarding those children who have been harmed or are known to be at high risk of harm (children at risk) and those children who may require support from the school (children in need/ vulnerable children). Where external specialist support is required, Westville House School will work with, for example, Social Services, CAMHS and CAF/CASS. We recognise our duties to all groups of children and will work alongside other agencies for CAF and TAC approaches.

Westville House School takes all reasonable measures to ensure the safety and wellbeing of the children at any location whilst in our care. This also includes before and after school care. We recognise that safeguarding covers more than just child protection. This policy will therefore operate in conjunction with all the other school policies (inclusive of before and after school care, school security, use of mobile phones and cameras in EYFS).

13. Pupil Voice

How do children at Westville House School let staff know they have any concerns?

- each child has a form teacher, and this is their primary contact;
- the children are reminded and encouraged that they can talk to any member of staff if they have a concern;
- there are staff who may be called upon to act as a special pastoral link for a child. the member of staff chosen depends on the circumstances, the age and sex of the child;
- outside the Headteacher's office, in a central part of the school and in their form rooms there are suggestion and worry boxes;
- there are circle time opportunities provided by the form teacher;
- there is a pupil survey twice a year so the school can assess the children's understanding of safeguarding issues in school;



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- there are fortnightly school council meetings which act as an open forum for discussion including any worries or concerns the children may have;
- the children can talk to a representative of the school council who will report urgent messages to the Deputy Headteacher

14. Principles Underpinning Safeguarding at Westville House School

Westville House School recognises the importance of creating an ethos within school that will help children feel safe and confident that they will be listened to. We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. Westville House School may be the only stable, secure, and predictable element in their lives. Westville House School will endeavour to support all pupils as follows:

Children are taught about safeguarding, including online safety. Online Safety is taught in all year groups at the appropriate level in PSHE/Relationships, Computing Lessons, Assemblies and Workshops. There is a separate scheme for the Online Safety teaching and is taught at various points during the year. This includes what may happen to pupils both in school, as well as beyond it and includes information about the dangers of cyber-bullying and sexting- even if pupils of particular faiths are not meant to use phones, or have limited access to the internet. The school has a strong link with the PCSO from North Yorkshire who gives annual Online safety talks to pupils in Form Two, Three and Four. This is preceded by a parental meeting to inform parents of the content of the talk that will be delivered to the pupils.

Westville House School consults the following for Online safety:

- DfE publication 'Teaching Online Safety in Schools' https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf;
- the UK Safer Internet Centre - <http://www.saferinternet.org.uk/about>;
- CEOP's Thinkuknow website - www.thinkuknow.co.uk;
- children are taught Relationships and Health Education as part of their designated PSHE Lessons and other curriculum teaching;
- to provide as many opportunities as possible for pupils to voice their concerns or views;
- as a 'Listening' school - we consider changing behaviours of children;
- to ensure all staff understand Safeguarding is everyone's responsibility;
- to understand the whole child and consider all areas of the child's life;
- to be alert and always consider the circumstances and interests of children, e.g., their culture, do they have a disability, their personal history, are they at risk of female genital mutilation (FGM) or child sexual exploitation;
- to be always alert to needs/issues and risks which may emerge in the context of the school pupil population at any one time, or the community within which the school is located. Such additional issues may include 'Prevent' and anti-radicalisation, FGM, the risk of children going missing, the risk of child sexual exploitation or concerns about children from abroad who may be attending the school in the absence of parents/family;



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- to be prepared to take steps to promote pupil welfare or to contact other agencies where this is required;
- to work collaboratively with other key agencies, including children's services, the Police, LADO and in 'Prevent' with the Channel process;
- to carry out safer recruitment effectively and thoroughly to ensure the protection of the pupils;
- to use all electronic devices and the internet safely; and
- to operate within the policies of the school's Local Safeguarding Children Partnership (NYSCP).

Staff duties and responsibilities to always promote the welfare of pupils and to take action to safeguard their welfare:

- staff need to be vigilant always;
- staff need to listen to children;
- staff need to observe changes in behaviours or attitude;
- staff need to respond to specific concerns at an early stage - self-harming, depression, eating problems etc.;
- staff need to report concerns to the appropriate designated professionals;
- staff do not conduct investigations but may need to contact relevant agencies who have the legal responsibility to investigate significant concerns;
- staff need to be prepared to whistle-blow where there are concerns about the conduct of colleagues or volunteers in respect of their handling of children;
- staff need to recognise the potential for child-on-child abuse; and
- staff need to appreciate the potential for 'grooming' through the Internet, or through 'gaming' activity.

15. Providing a Safe and Supportive Environment

- Ensuring the content of the curriculum includes social and emotional aspects of learning;
- ensuring that Child Protection is included in the curriculum to help children recognise when they do not feel safe and to identify who they should tell;
- promoting a positive, supportive, and secure environment where pupils can develop a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school;
- the school will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred; and
- listening to the views of the child.

16. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the local authority who have specific responsibilities



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under child protection procedures. The names of those carrying out these responsibilities for the current year are listed above.

It is the role of the DSL and in her absence the DDSL for Child Protection to ensure that the Child Protection procedures are followed within the school, and to make appropriate, prompt referrals to Children's Social Care in accordance with the locally agreed procedures and/or with the LADO in relation to allegations against someone working in the school and/or with the police if a criminal act is suspected. Additionally, it is the role of the DSL to ensure all staff, including temporary staff and volunteers, employed within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this. See Appendix B for full role of DSL.

The role of the Nominated Governor for Child Protection is to ensure that the school has an effective policy that locally agreed procedures are in place, and that the policy and structures supporting Safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

17. Concerns About a Child (Policy and Procedures)

Specific safeguarding issues, definitions, the signs, and the symptoms of abuse have been provided by the Keeping Children Safe in Education KCSIE 2023

Abuse is 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 or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

All staff in school should be aware of the definitions, the signs and the symptoms of abuse, neglect, and specific safeguarding issues so that they are able to identify cases of children who may need help or protection. These may include children who run away or go missing, children at risk of Female Genital Mutilation (FGM) or Child Sexual Exploitation or radicalisation.

Staff and others should know how to identify children in need or at risk and how to respond. Specific attention should be given to safeguarding arrangements where children are engaged in close one-to-one teaching, particularly in specialist performing arts and sports provision.

17.1. Four categories of abuse

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.

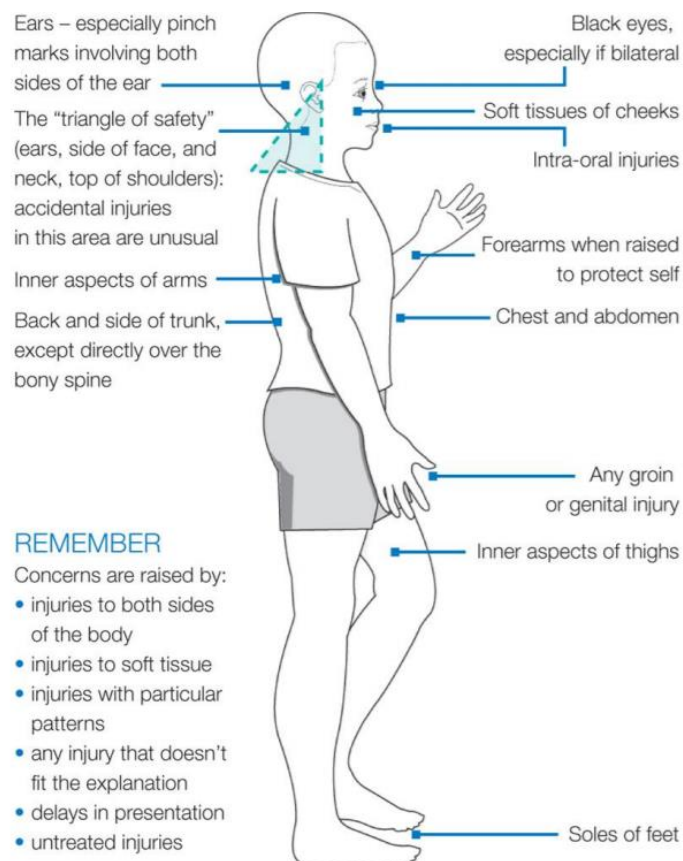
Indicators

- Children with frequent injuries;



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- children with unexplained or unusual fractures or broken bones; and/or
- children with unexplained bruises or cuts, burns or scalds, bite marks. Typical accidental injuries involve knees, shins, elbows, palms of the hands, chin and forehead. They are in keeping with any explanation given and the development of the child. The body map shows injuries that are less likely to have been caused accidentally and are therefore possible indicators of physical abuse.





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

Indicators

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- lack of confidence / self-esteem;
- sudden speech disorders;
- self-harming;
- extremes of passivity and / or aggression;
- compulsive stealing;
- drug, alcohol, solvent abuse;
- fear of parents being contacted;
- unwillingness or inability to play;
- excessive need for approval, attention, and affection;
- parents or carers who withdraw their attention from their child, giving the child the "cold shoulder";
- blaming their problems on their child; and/or
- humiliating their child, for example, by name-calling or making negative comparisons.

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



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production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Indicators

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- children who use sexual language or have sexual knowledge that you would not expect them to have;
- children who ask others to behave sexually or play sexual games;
- children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections, or underage pregnancy;
- children who have sudden changes in behaviour and school performance;
- children who self-harm, self-mutilation or attempts at suicide;
- children who allude to secrets which they cannot reveal;
- children who tend to cling or need constant reassurance;
- children with a fear of undressing for gym activities.

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

Indicators

- Children who are living in a home that is indisputably dirty or unsafe;
- children who are left hungry or dirty;
- children who are left without adequate clothing, e.g.: not having a winter coat;
- children who are living in dangerous conditions, i.e.: around drugs, alcohol, or violence;
- children who are often angry, aggressive, or self-harm;
- children who fail to receive basic health care;
- parents who fail to seek medical treatment when their children are ill or are injured;
- children who have poor personal hygiene;
- children who are frequently tired;



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- children who are frequently late / non-attendance at school;
- children who have a poor relationship with peers;
- children who are compulsively stealing and scavenging;
- children who run away;
- children with a loss of weight / being constantly underweight;
- children who have low self-esteem; and/or
- children with poor dental hygiene.

Affluent Neglect refers to the neglect experienced by children in wealthy families. This can be more difficult to spot, as the kind of neglect experienced by children and young people in these circumstances is often emotional. There are a few risks that children from all walks of life face; being a child in an affluent family is often perceived to protect those children from some of these dangers. Children from wealthier, more “stable” families aren’t as sheltered from neglect as is often assumed.

- Emotional Neglect - In wealthy families, it can be the case that parents work long hours, leaving children in the care of paid nannies or au pairs. This can create a disconnect emotionally and leave children feeling lonely, with their emotional needs unfulfilled by their parents. Affluent parents may also put a high amount of pressure on their children to succeed at school, which can sometimes lead to psychological and emotional problems for children;
- Parental Alcohol and Substance Abuse, Domestic Violence, and Parental Mental Illness - These three factors are known as the “Toxic Trio” and are frequently considered as problems that only occur in poorer families, when, in reality, they can be found in any type of family and have lasting effects on the children in the home; and
- Drug Use and Sexual Activity – It can be the case that, due to a lack of parental supervision and guidance, wealthier parents may have a more relaxed attitude to the risks their children take, or in many cases aren’t sufficiently present or available to know about what their children are doing. This often leads to increased risks for their children, who often have the financial access to facilitate drug abuse and the independence to engage in harmful sexual activity.

18. Specific Safeguarding Issues

18.1. Wider Safeguarding Issues

Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education, and sexting (also known as youth produced sexual imagery) put children in danger.



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18.2. Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children: 5 to 11 year olds and 12 to 17 year olds which of which links can be found in KCSIE 2022. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

18.3. Children Missing from Home or Care

Children who run away from home or from care can provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect, or abuse, or because they are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The association of chief police officers has provided the following definition a missing person is: 'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed.'

Within any case of children who are missing both push and pull factors need to be considered.

Push factors include:

- conflict with parents/carers;
- feeling powerless;
- being bullied/abused;
- being unhappy/not being listened to; and/or
- the Toxic Trio.

Pull factors include:

- wanting to be with family/friends;
- drugs, money, and any exchangeable item;
- peer pressure; and/or
- for those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children there will be pressure to make contact with their trafficker.



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As a school we will inform all parents of children who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them, or we will take the relevant action.

18.4. Children with family members in prison

Approximately 300,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

18.5. Cyberbullying

Central to our School's anti-bullying policy is the principle that 'bullying is always unacceptable' and that 'all pupils have a right not to be bullied.'

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any bullying including cyber-bullying that we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- bullying by texts or messages or calls on mobile phones;
- the use of mobile phone cameras to cause distress, fear, or humiliation;
- posting threatening, abusive, defamatory, or humiliating material on websites, to include blogs, personal websites, social networking sites;
- using e-mail to message others;
- hijacking/cloning e-mail accounts; and/or
- making threatening, abusive, defamatory, or humiliating remarks in on-line forums.

Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.



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18.6. Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power, or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection, or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care, and education at some point.

Indicators

- Children who appear with unexplained gifts, money, or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late;
- children who regularly miss school or education or do not take part in education; and/or
- children who present with depression or are withdrawn.

Members of staff need to be aware that, under the Sexual Offences Act (2003), it is an “abuse of a position of trust”, and thus a criminal offence, for someone working in a school to “groom” or engage in sexual activity with a pupil aged under 18. The consent of the pupil (or the agreement of his or her parents) is irrelevant. Staff should also note that, under the Serious Crime Act (2015), it is now a criminal offence for an adult to communicate with a child under 16 if the communication is sexual or intended to elicit a response that is sexual.

18.7. Children who are absent from Education

The school understands its duty, as explained in KCSIE, in relation to the risks posed by children being absent from school particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. All children, regardless of their circumstances, are entitled to a full-time education that is suitable to their age, ability, aptitude, and any Special Educational Needs they may have. A child going missing from education is a potential indicator of a range of safeguarding risks, including abuse and neglect, and other issues.

The school will report to the Local Authority, instances of prolonged unauthorised absence or a pupil being removed from the school’s list under the circumstances



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outlined in KCSIE. All staff must also be aware of their role to prevent children from going missing from education. In the short-term, the school will take appropriate action to find any pupil who is discovered to be absent from the school during the registration process; the school secretary should normally be informed in the first instance and will coordinate the action taken. A written record is made of any incident of a pupil absent from the school, the action taken, and any reasons given by the pupil for being absent. For longer term absence, the school will ensure that any pupil currently on the Child Protection Register who is absent without explanation for two days is referred to Children's Social Services.

Monitoring the attendance of pupils in the school forms part of the safeguarding responsibilities of all members of staff. Indeed, a child absent from education is a potential indicator of abuse or neglect. If a pupil's attendance falls below 85% and parents have not provided a letter from a GP or other medical expert that the absence is due to valid medical reasons, then the pupil's Local Authority will be informed. The Local Authority will also be informed if any pupil fails to attend school regularly or has been absent without the school's permission for a continuous period of ten school days or more. A pupil's name may be deleted from the admission register on certain grounds. These are:

- a) when the pupil has been taken out of school to be home educated;
- b) when the family has apparently moved away;
- c) when the pupil has been certified as medically unfit to attend;
- d) when the pupil is in custody for more than four months; or
- e) when the pupil has been permanently excluded.

A class register is taken at the start of the day and at the beginning of the session after lunch to monitor the attendance of all pupils. If it is judged that a pupil is at risk of leaving school during the day without permission, then a risk assessment will be put in place to ensure that the DSL and/or Deputy DSL is/are informed as soon as the pupil is known to be missing so that appropriate searches can take place. The DSL will liaise with parents / external services as appropriate to ensure the on-going safety of the pupil.

18.7.1. Leavers / Withdrawal from the School

In the case of a child who is leaving this school to attend an alternative school or college and for whom there has been a child protection concern:

Copies of official child protection records will be passed on by the Headteacher/DSL at the receiving school. A receipt stating that these records have been received is requested. If the pupil is on the Child Protection Register, the DSL will contact their Social Worker. To promote the welfare and protect the safety of the child, it will also be necessary for information to be shared with future schools.



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In the case of any child of compulsory school age for whom parents have given notice, the school admissions secretary will:

- find out the name and address of the receiving school and check that the pupil has started at the new school;
- inform the local authority of the destination school, or a parent's intention to home-educate their child or if there is no known destination school;
- inform the local authority if a child is due to start at this school and does not turn up;
- check, if parents have said that they are moving abroad, with the school to which they are moving; and
- keep a summary log of children who have left the school.

In the case of a child who must leave due to non-payment of fees, the school will inform the child's local authority to check that the child has been enrolled at another school. The school secretary will keep the DSL informed at each stage of the procedures outlined above.

18.8. Cybercrime

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

Cyber-dependent crimes include:

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

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and



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divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NSPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

18.9. Domestic Abuse and Violence

Domestic abuse and violence are a safeguarding issue; children and young people are at risk and vulnerable in terms of keeping themselves safe from others. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and / or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Members of staff with information about this matter must bring it to the attention of the DSL, who will consult with the local authority.

18.10. Gangs and Child Criminal Exploitation (CCE) / County Lines

Criminal exploitation of children is a geographically widespread form of harm: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market, and seaside towns (County Lines); forced labour; forced to shoplift or pickpocket; or threaten others.

Key to identifying potential involvement in CCE are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (January 2020) will be considered. This can affect any child or young person (male or female) under the age of 18 years. It:

- can still be exploitation even if the activity appears consensual;
- can involve force and / or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Members of staff with information about this matter must bring it to the attention of the DSL, who will consult with the local authority.

18.11. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the



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earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. Links to fact sheets are available in KCSIE 2022. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation

18.12. Honour-based Abuse (HBA) Including Female Genital Mutilation (FGM) and Forced Marriage

Honour-based abuse (HBA) encompasses crimes that have been committed to protect or defend the honour of the family and / or community. Female Genital Mutilation (FGM) and forced marriage are examples of such. All forms of HBA are abuse (regardless of motivation) and should be handled and escalated as such. It should be noted that such abuse can often involve a wider network of family and community that can include multiple perpetrators.

18.12.1. Female Genital Mutilation

All cases of known or suspected honour-based abuse will be reported via the school's normal channel, appropriate professional advice sought and external referrals completed. Staff are also directed to the NSPCC website for guidance. The school recognises and adheres to its mandatory duty to report any suspected or known cases of FGM to the police.

The following may be indicators of risk:

- the family comes from a community that is known to practice FGM;



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- any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
- any female who has a relative who has already undergone FGM must be considered to be at risk; and/or
- the socio-economic position of the family and the level of integration within UK society can increase risk.

Indicators that FGM may soon take place:

- parents state that they or a relative will take the child out of the country for a prolonged period;
- a child may talk about a long holiday (usually within the school summer holiday) to her country of origin or another country where the practice is prevalent;
- a child may confide to a professional that she is to have a 'special procedure' or to attend a special occasion; and/or
- a professional hears reference to FGM in conversation, for example, a child may tell other children about it.

The following may be short-term indicators that FGM has taken place:

- prolonged absence from school with noticeable behaviour changes on the girl's return;
- longer/frequent visits to the toilet, particularly after a holiday abroad or at any time;
- some girls may find it difficult to sit still and appear uncomfortable or may complain of pain between their legs;
- some girls may speak about 'something somebody did to them, that they are not allowed to talk about';
- a professional overhears a conversation amongst children about a 'special procedure' that took place when on holiday;
- young girls refusing to participate in PE regularly without a medical note;
- recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain;
- intense pain and/or haemorrhage that can lead to shock during and after the procedure;
- occasionally death;
- haemorrhage that can also lead to anaemia;
- wound infection, including tetanus. Tetanus is fatal in 50 to 60 percent of all cases;
- urine retention from swelling and/or blockage of the urethra;



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- injury to adjacent tissues;
- fracture or dislocation as a result of restraint; and/or
- damage to other organs.

In the UK, girls and women affected by FGM will manifest some of these long-term health complications. They may range from mild to severe or chronic.

- excessive damage to the reproductive system;
- uterine, vaginal, and pelvic infections;
- infertility;
- cysts;
- complications with menstruation;
- psychological damage including a number of mental health and psychosexual problems, e.g., depression, anxiety, post-traumatic stress, fear of sexual activity. Many children exhibit behavioural changes after FGM but problems may not be evident until adulthood;
- abscesses;
- sexual dysfunction;
- difficulty in passing urine; and/or
- increased risk of HIV transmission/hepatitis B/C – using same instruments on several girls.

Whilst all staff should speak to the DSL regarding any concerns about FGM, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the Police. Those failing to report such cases to the Police will face disciplinary sanctions. Unless the teacher has good reason not to, they should still consider and discuss the case with the DSL to involve Children's Social Services as appropriate. This duty does not apply where a teacher merely suspects that an act of FGM may have been carried out or that a girl may be at risk of FGM. In all at risk or suspected cases and in cases relating to girls aged 18 or over, teachers should discuss their concerns with the DSL immediately. Any non-teaching staff with concerns about FGM should also report their concerns to the DSL immediately.

18.12.2. Forced Marriage

This became a criminal offence in June 2014. It is a form of child, adult, and domestic abuse and in line with statutory guidance, is treated by such at this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic, and cultural groups. However, child abuse cannot be condoned for religious or cultural reasons. The School's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage. If a case of forced



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marriage is suspected, it will be viewed as a safeguarding concern. Parents and carers will not be approached or involved about a referral to any other agencies. If any conduct is suspected whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or coercion are not used, this will be treated as a crime. As with the existing forced marriage law, this applies to non-binding, unofficial marriages as well as legal marriages.

18.13. Modern Slavery and the National Referral Mechanism

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

18.14. Mental Health

Mental health issues can sometimes be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. That said, staff are extremely well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Those who support pupils' mental health, whilst bearing in mind patient confidentiality, will seek to ensure that key staff (such as the SLT) are aware of how these children's experiences, can impact on their mental health, behaviour, and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken.

18.15. Online Safety (e-safety)

Safeguarding of children extends to the online environment (the 'virtual' or digital world). Westville House School will ensure that appropriate filtering and monitoring methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

All staff should be aware of the risks posed to children by technology and the internet, and should understand their role in preventing, identifying, and responding to harm



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caused by its use. Abuse can take place wholly online or technology may be used to facilitate offline abuse.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

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

There is a separate e-safety Policy. Westville House School has adopted a whole-school approach to online safety which captures the range and complexity of the risks and of children's experiences of those risks; seeks to mitigate those risks as far as possible without depriving children of the significant benefits provided by technology and the internet; and handles all cases of online harm appropriately and with sensitivity. This policy sets out the risks posed to children by the internet and technology, the indicators that a child may be at risk of such harm, and the measures taken by the school to mitigate these risks, including pupil and parent education, staff training, and limiting the risk of harm caused by the school's IT systems (e.g., appropriate filters). Further to this, it includes reference to the use of mobile technologies, including the management of access to 3G / 4G / 5G through mobile devices.

Any online incidents that raise safeguarding concerns should be handled by the DSL and reports made to Children's Services and the Police as appropriate.

The following online incidents must always be reported to the Police:

- discovery of indecent images of children and young people;
- behaviour considered to be 'grooming,' whether it be perpetrated by those intending to groom for extremist or sexual purposes; and
- sending of obscene materials.

On discovery of illegal content, the equipment or materials found should not be tampered with and advice should be sought from the Police. Computers or other devices should not be switched off unless instructed to do so by the Police. Further access to the illegal content should be prevented by keeping other people out of the area. If necessary, the monitor itself can be turned off but the computer should



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remain as you have found it (do not shut the machine down). No attempt should be made to download, print, or send any materials found.

All illegal content must be reported to the Police and the Internet Watch Foundation (www.iwf.org.uk).

If an incident involving youth produced sexual imagery (often referred to as sexting) comes to the school's attention, the incident should be referred to the DSL as soon as possible and they will hold an initial review meeting with appropriate staff. There will be subsequent interviews with the young people involved if appropriate. Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. At any point in the process if there is a concern a young person has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Online safety

In line with KCSIE 2023, it is essential that children are safeguarded from potentially harmful and inappropriate online material. The governing body ensures appropriate filters and appropriate monitoring systems are in place. Children will not be able to access harmful or inappropriate material from the school IT system. See Appendix E for further details.

Opportunities to teach safeguarding

The Governing body ensures children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The school refers to the new DfE publication 'Teaching Online Safety in Schools' when planning teaching the children about Online Safety. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

Online, this includes covering relevant issues through personal, social health and economic education (PSHEE).

The Governing body is careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Please see the ICT, Cyber Bullying and E-Safety Policy for further information.



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18.16. Child-on-child Abuse

The school recognises that children can abuse their peers and abuse should never be tolerated or passed off as “banter” or “part of growing up.” Such abuse can be physical, emotional, sexual, and exploitative.

“Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff are advised to maintain an attitude of ‘it could happen here.’ Keeping Children Safe in Education 2022.

Staff should not develop high thresholds before taking action: it must be taken as seriously as abuse by adults and be subject to the same safeguarding procedures. In the event of disclosures about pupil-on-pupil abuse, all children involved – whether perpetrator or victim – are treated as being at risk.

Members of staff must not attempt to deal with child-on-child abuse as a pastoral, classroom, or disciplinary issue, and should not impose their own thresholds before consulting the DSL. It is true that there will sometimes be a grey area between, on the one hand, incidents which should be regarded as abusive, and on the other, incidents which are more properly dealt with in schools such as (for example) children fighting or experimenting sexually. The DSL can advise staff on the thresholds which pertain to different definitions of child-on-child abuse, and in some cases may seek further clarification from pupils.

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse.

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery);
- upskirting (either for sexual gratification of the perpetrator or to cause upset to the victim); and/or
- initiation / hazing type violence and rituals.

If there is reasonable cause to suspect that a child is suffering or likely to suffer harm at the hands of another child, the DSL will consult children’s social care on matters



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relating to the safety and welfare of a child and will consult with police in respect of matters relating to a possible crime. Allegations against pupils who have left the school but remain under 18 will be passed to the Police and / or the Local Authority in the area in which the pupil is currently living. Generally speaking, the school will always quickly inform the parents of victim(s) and perpetrator(s) of potential child on child abuse, unless (a) it has reason to believe that a child is at risk of significant harm, and by doing so would make the situation worse or (b) it has been told not to by the Police or Local Authority.

A victim of child-on-child abuse is likely to need considerable support. In addition, the perpetrator is likely to have unmet needs (the evidence suggests such children have often suffered disruption in their own lives) as well as posing a significant risk of harm to other children. As such, a pupil against whom an allegation of abuse has been made may be suspended from the school during an investigation. After the immediate issues have been addressed, and depending on the severity of those issues, the Local Authority may decide to oversee risk assessments and care plans for the victim and / or the perpetrator, in which case the school will cooperate fully; the local authority may decide to hand the matter back to the school, in which case the needs of the victim and / or perpetrator will be addressed as appropriate.

The school actively seeks to prevent all forms of child-on-child abuse by educating pupils and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the school community, and responding to all cases of child-on-child abuse and any cases of bullying (no matter how trivial) promptly and appropriately. Pupils are educated about the nature and prevalence of child-on-child abuse through PSHE and Wellbeing lessons: they are told what to do if they witness or are victims of such abuse, the effect that it can have on the victims and the possible reasons for it, including the vulnerability of the perpetrator. Pupils are regularly informed about the school's approach to such issues, including its zero-tolerance policy towards all forms of bullying and child on child abuse. Staff are trained on the nature, prevalence, and effect of child-on-child abuse, how to prevent, identify and respond to it.

Indicators

- Failing to attend school, disengaging from classes, or struggling to carry out school related tasks to the standard you would ordinarily expect
- Physical injuries
- Having difficulties with mental health and / or emotional wellbeing
- Becoming withdrawn, shy, experiencing headaches, stomach aches, anxiety, panic attacks, suffering from nightmares or lack of sleep or sleeping too much
- Drugs and / or alcohol use



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- Changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- Children who have:
 - witnessed or experienced abuse or violence themselves
 - suffered from the loss of a close family member or friend
 - experienced considerable disruption in their lives

If a member of staff thinks for whatever reason that a child may be at risk of abuse from another child or young person, or that a child may be abusing others, the member of staff should report their concern to the DSL without delay in accordance with the Safeguarding policy. If a child is in immediate danger or at risk of harm, a referral to Children's Social Services and / or the Police should be made immediately.

18.16.1. Serious Bullying

Bullying can take many forms. Broadly, it is unkind behaviour intended to assert the power of one person over another, usually by frightening or humiliating the victim. It may take the form of verbal, physical or emotional abuse or harassment. A victim may be picked on because of gender, race, religion, culture, physical appearance, sexual orientation, a special educational need, or disability – or for no obvious reason at all. The Anti-Bullying Policy contains further details on the school's approach.

Members of staff with information about this matter must bring it to the attention of the DSL, who will consult with the local authority.

18.16.2. Child on Child Sexual Violence and Sexual Harassment

In respect of sexual violence and sexual harassment between children, the school takes a proactive approach to prevent such incidents from taking place. We incorporate healthy relationships, people who help us, British values etc. in to our curriculum time in an age-appropriate way for the year groups in school, and with consideration that a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children. Also, from September 2021 we have included Relationship Education (primary) in the school timetable, in line with DfE guidance and the National Curriculum.

These matters are often complex and will require support from Children's Social Care and Police, as necessary. Victims should be immediately reassured that they have acted appropriately in reporting the matter and they must not be given the impression that they are creating a problem by making such a report, nor should they be made to feel ashamed. Reports should be managed



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in accordance with good practice. Staff should always discuss concerns about sexually harmful behaviour involving pupils with the DSL. It is important that sexual violence and sexual harassment are shown to be unacceptable, and not passed off as “banter” or “part of growing up”. Where an incident between two pupils takes place away from the school, the school’s safeguarding duties remain the same.

The school will take reasonable measure to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media. Where there is a report of sexual violence, the DSL should make an immediate risk and needs assessment, then keep those assessments under review. This must consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, staff) at the school, especially any actions that are appropriate to protect them.

Engagement with specialist services will then be required. Careful consideration will be given to:

- the wishes of the victim in terms of how they want to proceed;
- any investigation will be progressed and any support that they might need will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature, or more confident? Does the victim have a disability or learning difficulty;
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children / staff; and
- other related issues and wider context.

See Appendix F for flowchart of dealing with an allegation of child-on-child abuse.

18.16.3. Sexting (Youth Produced Sexual Imagery [YPSI])

Sexting is defined here as “sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.” Creating and sharing sexual photos and videos of under-18s is illegal.



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Children under 13 are given extra protection from sexual abuse under the Sexual Offences Act 2003. This law makes it clear that sexual activity with a child under 13 is never acceptable, and that children of this age can never legally give consent to engage in sexual activity. This applies to children who have not yet reached their 13th birthday i.e., children who are aged 12 and under. Any situations involving children under 13 and youth produced sexual imagery must be taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour.

Sexting can potentially open up young people to unsolicited online abuse and attention, blackmail and cyber bullying. It can also cause a lot of emotional distress. Educators play a pivotal role here. It is important for adults to gauge their relationship with a child and begin discussions accordingly. We teach and reinforce online safety and help children understand that it is okay to say no to sharing content they are uncomfortable with. Adults should make children understand that trust and consent are extremely important in a healthy relationship, and nobody can pressurise them into doing things they are not comfortable with.

The school adopts the UK Council for Child Internet Safety guidance 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' in respect of our response to sexting. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people.

In the case that an incident involving sexting came to the school's attention, the incident should be referred to the DSL as soon as possible such that an initial review meeting with appropriate school staff can be held before subsequent interviews with the child/children involved (if appropriate). Parents should be informed at an early stage and involved in the process, unless there is good reason to believe that involving parents would put the young person at risk of harm. The UKCCIS guidance will be followed. Members of staff who suspect that a sexualised image of a child is contained on an electronic device should not ask to view the image. At any point in the process, if there is a concern a young person is in need or at risk of harm, a referral should be made to Children's Social Services and / or the Police immediately, in accordance with the procedures set out in this policy.

18.16.4. Upskirting/Voyeurism Act

This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain



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sexual gratification, or cause the victim humiliation, distress, or alarm. It is important that all staff are vigilant regarding upskirting, in case they hear of any such cases happening outside of school. Upskirting is now classed as a criminal offence and does not discriminate against boys or girls.

Sexting can potentially open up young people to unsolicited online abuse and attention, blackmail and cyber bullying. It can also cause a lot of emotional distress. Educators play a pivotal role here. It is important for adults to gauge their relationship with a child and begin discussions accordingly. As teachers, we discuss the dos and don'ts when it comes to navigating content online and help children understand that it is okay to say no to sharing content, they are uncomfortable with. Adults should make children understand that trust and consent are extremely important in a healthy relationship and nobody can pressurise them into doing things they are not comfortable with.

18.16.5. Imbalance of Power

An individual or group taking advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity is of itself abusive. Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are both examples of this. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be:

- in exchange for something the victim needs or wants;
- for the financial or other advantage of the perpetrator or facilitator; and/or
- through violence or the threat of violence.

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

18.17. 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



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(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.)

If a member of staff becomes aware of a private fostering arrangement, they will notify the Designated Safeguarding Lead or their deputy as soon as possible. All known or suspected Private Fostering Arrangements will be reported to children's social care in the area where the child resides.

18.18. Radicalisation and Violent Extremism – see [WHS Prevent Policy](#)

18.18.1. Visiting Speakers

Use of External Agencies and Speakers- see 'Visiting Speakers Procedures'

When inviting visiting speakers to our school we will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- any messages communicated to children are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise children through extreme or narrow views of particular faiths, religion or culture or other ideologies;
- activities are matched to the needs of children; and
- activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage children to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore, by delivering a broad and balanced programme, augmented using external sources where appropriate, we strive to ensure our children recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help children develop the critical thinking skills needed to engage in informed debate. All visiting speakers will be accompanied whilst on the school site.

The Home Office has issued guidance: "How social media is used to encourage travel to Syria and Iraq briefing note for school" which is available on the school network resources area and staff room board. The use of social media



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for on-line radicalisation July 2015 and Using the Internet Safely - School Internet Filtering Service are also displayed and used.

The school ensures the children are safe from terrorist and extremist material when accessing the internet through the school filtering service (EXA). The school internet filtering service provider (EXA) advises and makes the school aware of how it ensures children are safe from terrorist and extremist material when accessing the internet in school, please see Appendix E.

18.19. Self-harm

This includes pupils deliberately cutting their own skin, eating disorders and substance abuse. Members of staff with information about this matter must bring it to the attention of the DSL, who will consult with the local authority, where appropriate.

18.20. Serious violence

This involves pupils being at risk from or involved with serious violent crime, such that they are at risk from harm and exploitation. Members of staff with information about this matter must bring it to the attention of the DSL, who will consult with the local authority.

18.21. Other actions to cause concern

Children may find themselves in situations that are not listed above but still might be at significant risk. These might include, for example, situations where another child in the household has been harmed or the household contains a known abuser. Members of staff with information about this matter must bring it to the attention of the DSL, who will consult with the local authority.

18.22. **Child abduction**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.



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It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

19. Arrangements for dealing with allegations of abuse against teachers, other staff, and volunteers

Westville House School has a Staff Code of Conduct. It recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children, and takes any allegation made against members of staff or volunteers seriously. The arrangements for managing allegations are understood and followed. All staff know who to talk to if they are concerned about the behaviour of an adult, please see the Whistleblowing Policy.

For EYFS Staff further guidance can be used from the NYCC document "Guidance for Safe Working Practice in Early Years Settings." All staff behaviour should be open and transparent. Ofsted are informed as soon as is reasonably practical but, in any case, within 14 days, of any allegations of serious harm or abuse by any person working or looking after children on the premises of Westville House School, or any other abuse which is alleged to have taken place on those premises, and of the action taken in respect of these allegations.

We will always follow the NYSCB procedures. We will consult and seek guidance from the following documents "Definitions and Thresholds for Managing Allegations Against Staff," "Guidance for Staff Facing an Allegation", and "Managing the Aftermath of Unfounded and Unsubstantiated Allegations". Detailed records should be made to include decisions, actions taken, and reasons for these.

Staff should not undertake their own investigations of allegations without prior consultation with the local authority "designated officer or team of officers (LADO(s))", or in the most serious cases, the police, so as not to jeopardise statutory investigations.

Any concerns that involve allegations against a member of staff or a volunteer should be referred immediately to Mrs Fran Colman (Deputy Headteacher/DSL) (or, in her absence, the Chair of Governors, Mr Adam Holdsworth on 07770 693739 who will immediately contact the external "Designated Officer", Rosemary Cannell (Harrogate & Craven) on 01609 534974 or 07715 540723), at the very latest within one working day to discuss and agree further action to be taken in respect of the child and the member of staff. All discussions must be recorded in writing. It is vital to understand that, in the event of a member of staff raising a concern about a colleague or a volunteer, that member of staff will be protected from reprisals, please see the Whistleblowing Policy.

If an allegation is made against a member of supply staff, school would take the lead whilst keeping the supply agency fully involved. In no circumstances would we cease to use supply staff for safeguarding reasons without involving the agency and/or other authorities.



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Any concerns or allegations involving the Headteacher should be reported immediately to the Chair of Governors, Mr Adam Holdsworth and the designated 'Safeguarding Governor,' Dr Karen Ellison and/or the LADO. The Chair of Governors would decide on the plan of action to be taken. The Headteacher should not be informed of any allegation made against them.

Any concerns or allegations involving the Chair of Governors should be referred immediately to the external "Designated Officer" (at the very latest within one working day).

In the case of serious harm, the police should be informed from the outset.

19.1. Levels of thresholds

KCSIE 2023 has two sections covering two levels of allegation/concern and should be referred to as the source document:

- allegations that may meet the harms threshold; and
- allegations/concerns that do not meet the harms threshold ('low level concerns').

19.1.1. Allegations that may meet the harms threshold

These are allegations that might indicate that a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in our school. If it has been alleged that any member of staff including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (including because of transferable risk).

If we identify:

- that a child has been harmed;
- that there may be an immediate risk of harm to a child; or
- if the situation is an emergency,

then we contact children's social care and as appropriate the police immediately in accordance with the processes set out in part one of KCSIE.

If an allegation is made, it is essential to looking after the welfare of the child and investigate and support the person subject to the allegation. We will



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conduct basic enquiries to establish facts that will help them determine whether there is any foundation to the allegation.

Further, detailed guidance can be found in KSCIE (2022) on:

- when to inform the individual of the allegation;
- what to do if there is cause to suspect a child is suffering or is likely to suffer significant harm;
- where the case manager is concerned about the welfare of other children in the community of the member of staff's family;
- where it is clear or decided that an investigation by the police or children's social care is unnecessary;
- where the initial discussion leads to no further action;
- where further enquiries are necessary (including where there is a lack of appropriate resource within the school);
- suspension (which should not be an automatic response when an allegation is reported);
- support (of the child(ren) involved, employees of the school subject to an allegation and the parents or carers of any child involved);
- confidentiality and information-sharing;
- allegation outcomes;
- following a criminal investigation or prosecution;
- unsubstantiated, unfounded, false, or malicious accusations;
- returning to work;
- resignations and settlement agreements;
- record keeping;
- references;
- learning lessons; and
- non-recent allegations.

As soon as basic enquiries and initial information have been conducted to establish facts and help determine whether there is any foundation to the allegation, the LADO will be promptly contacted. There will then be a discussion with the LADO(s) about the allegation which will consider the nature, content and context and agree a course of action including any involvement of the police. GDPR cannot be allowed to stand in the way of safeguarding children. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. Schools should give due weight to the views of the LADO, KCSIE and WT when deciding about suspension and whether the circumstances warrant it or if alternative arrangements should be put in place.



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Records concerning allegations of abuse must be preserved for the term of the Independent Inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegation if it is longer. For all allegations, other than those found to have been malicious or false, the following information must be kept on the file of the person accused:

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

Substantiated allegations should from September 2021 be included in references, provided that the information is factual and does not include opinions.

The school would make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

The school would promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. 'Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to co-operate with an investigation.



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The school has a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources. Schools would be asked, as part of routine inspection, to confirm that they have disclosed to inspectors all instances of action in relation to safeguarding concerns.

The school is also under a duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: “unacceptable professional conduct,” “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence.” Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in *Teacher Misconduct: The Prohibition of Teachers* (Oct 2015). Further guidance is published on the TRA website.

There are arrangements for providing regular supervision and support to staff and volunteers and particularly during and following an incident or allegation of abuse or a complaint.

19.1.2. Concerns that do not meet the harm threshold ('low-level concerns')

Along with the staff code of conduct and whistleblowing policy, this policy makes clear the importance of sharing ANY concerns that staff may have. These may arise from a variety of sources, including suspicion, complaint, a disclosure (by child or adult) or during vetting checks.

KCSIE 2023 describes it as critical that a culture is created in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. This should enable an open and transparent culture, enable the early identification of concerning, problematic or inappropriate behaviour, minimise the risk of abuse, ensure that adults working in schools are clear about and act within professional boundaries in accordance with the values and ethos of the institution, and protect those working in or on behalf of schools from potential false allegations or misunderstandings.

A low-level concern is ‘any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate contact outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.’



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These behaviours can exist on a wide spectrum, from inadvertent to that which is ultimately intended to enable abuse. They include, for example:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with children on a one-to-one basis in a secluded area or behind a closed door; and/or
- using inappropriate sexualised, intimidating, or offensive language.

Low-level concerns about a member of staff should be reported to the Headteacher. Staff should feel confident to self-refer. Low-level concerns about someone employed by a supply agency or contractor should be shared with the Headteacher, the concern recorded, and their employer notified so that potential patterns of inappropriate behaviour can be identified.

Where a third party has raised the concern, the Headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern (if known); and/or
- to the individual involved and any witnesses.

The Headteacher should record all low-level concerns in writing. This should include:

- details of the concern;
- the context in which it arose;
- evidence collected by the DSL where the concern has been raised via a third party;
- the decision categorising the type of behaviour;
- action taken; and
- the rationale for decisions and action taken; the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible).

The records must be kept confidential, held securely, and comply with the Data Protection Act 2018 and the UK GDPR. They should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where such a pattern is identified, the school should either take action through its disciplinary procedures or, if it meets the harms threshold, refer to the LADO. KCSIE specifies that, 'Consideration should also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.' It is



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recommended that schools retain this information at least until the individual leaves their employment.

Detailed guidance is provided in KCSIE as to when a low-level concern should be referred to in a reference.

More detailed guidance and case studies on low-level concerns are available in Developing and implementing a low-level concerns policy (www.farrer.co.uk).

In borderline cases, discussions with the “designated officer or team of officers LADO(s) can be held informally and without naming the school or individual.

19.2. Summary of Guidance for Staff

The referral process for allegations against staff (including the DSL), volunteers, the Headteacher and the Chair of Governors.

- Staff, DSL, volunteers > Headteacher > LADO;
- Headteacher > Chair/safeguarding governor > LADO (without informing Headteacher);
- Person dismissed/removed (or would have been) > DBS; and
- Professional misconduct > TRA.

The school would NOT investigate before referral to LADO.

20. Identifying Risks to Children (Vulnerable Children)

There is a difference between safeguarding those children who have been harmed or are known to be at high risk of harm (CHILDREN AT RISK) and those children who may require support from the school (CHILDREN IN NEED/ VULNERABLE CHILDREN) Where external specialist support is required, Westville House School will work with, for example, Social Services, CAMHS and CAFCASS.

Some children may have an increased risk of abuse. 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.

The school is always alert to different needs and risks and is prepared to take steps to promote pupil welfare or to contact other agencies where this is required.

20.1. Who are Our Vulnerable Children?

Staff should be alert to the potential need for early help in cases in which a child:



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- is disabled and has specific additional needs;
- has special educational needs (whether they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited; and/or
- is a privately fostered child.

Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, their consent is NOT required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

If early help is appropriate, the DSL (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Additional External Support will be sought by the school from one or more agencies, if necessary, in certain cases. The school can use Inter-agency assessment using local processes, including use of the "Common Assessment Framework (CAF)" and "Team around the Child" (TAC) approaches.

When the school considers the provision for children in need of additional support it can refer to the following documents:

- Working Together (2018);
- SEND Code 2015;
- KCSIE;
- Mental health and behaviour in schools (Nov 2018); and
- Counselling in schools: a blueprint for the future (Feb 2016).



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20.1.1. Children with special educational needs (SEN/D) and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The school gives extra support for children with SEN and disabilities.

20.1.2. Looked after children

The school is aware that looked after children potentially have unique circumstances that surround them from a safeguarding perspective. At present there are no looked after children in the school, however, if there should be in the future the governors will appoint a designated teacher to promote the educational achievement of the children.

21. Policy for the Use of Cameras, Mobile Phones, and technology (3G/4G) and USB Memory Sticks

This Policy applies to Staff, Parents and Visitors to the school and the EYFS setting.

To ensure the safety and welfare of the children in the school's care, this Policy outlines the protocols for the use of personal mobile phones and cameras at Westville House School.

The school recognises that staff, students, and volunteers may wish to have their mobile phones at work for use in case of emergency. However, safeguarding of children within the school is paramount and it is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has implemented the following Policy:

21.1. Management of Mobile Phones and Mobile Technology

The school does not allow pupils to bring or use mobile phones. Therefore, there is no risk of pupils accessing the Wi-Fi network and/or mobile phone network to download or view inappropriate material.



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- Personal mobile phones, cameras and video recorders can only be used in the staff room. Personal mobile phones or devices must NOT be used in any other part of the school premises. ONLY school equipment should be used;
- cameras and mobile phones are prohibited in the pupils' toilets or nappy changing area;
- the school's main telephone number can be used for emergencies by staff or volunteers or by people who need to contact them;
- the school's digital camera/s or memory cards must not leave the site unless on a school trip. Photos are to be printed in the school by staff and images should be stored on the school drives before being removed from the camera's memory;
- the school will obtain permission from parents for taking images of their children so records can be kept of learning and development, wall displays and for marketing purposes; and
- photographs may be taken during indoor and outdoor play/activities and displayed in albums or a child's development records for children and parents to look through. Often photographs may contain other children in the background. Events such as shows, sports day, trips, Christmas etc may be recorded by video and photographed by staff and parents but always in full view of everyone attending.

21.2. School Trips

Personal phones may be taken on school trips for the sole purpose of communicating with other members of staff on the trip or to make contact with the school and in case there is an emergency.

Staff must only use USB Memory sticks provided by the school. This is to ensure that if the memory stick is lost, stolen, or used without the owner's permission any pupil sensitive and confidential information is not divulged and made available to the public.

21.3. Record Keeping

Child Protection records are kept centrally and securely in the Headteacher's office. Staff are aware that they must make a record of Child Protection issues and events as soon as possible and that these records must be signed and dated. Child Protection records must not be made in the Pupil's File, please see the Appendix attached (Child Protection Concern Form).

Where children leave the school, the DSL ensures their child protection file is transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt obtained. This record will be transferred separately from the



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main pupil file. Also, when WESTVILLE HOUSE SCHOOL receives a pupil, it will ensure key staff such as the DSL and SENCO are aware as required.

In addition to the child protection file, the DSL will consider if appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

21.4. Child Protection Plan

The DSL will inform members of staff who have pastoral responsibility for children whose names are on the Child Protection Plan. Such children must be monitored very carefully and the smallest concern should be recorded on an incident sheet and passed immediately to the DSL

Working with Other Agencies: Schools are not investigating agencies and it is essential that Child Protection issues are addressed through agreed procedures. However, schools continue to play a role after referral and need to develop strong links with partner agencies, particularly social care.

Westville House School recognises the importance of multi-agency working and will ensure that staff are able to attend all relevant meetings, including case conferences, core groups and strategy meetings.

21.5. The Use of School Premises by Other Organisations

Where services or activities are provided separately by another body using the school premises, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place regarding Safeguarding children and Child Protection.

22. Staff Code of Conduct / Behaviour Policy

The staff disciplinary procedures will be followed if a member of staff does not follow the procedures outlined in the Safeguarding Policy or any other related policies.

22.1. Safer Working Practice

The guidelines from the Safer Recruitment Consortium: Guidance for safer working practice for those working with children and young people in education settings (May 2019) offers guidance to all staff, volunteers, and Governors on the way they should behave when working with children by

- treating pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to their role;



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- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Safe working practice ensures that pupils are safe and that all staff, volunteers, and governors:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incident or decisions made;
- apply the same professional standards regardless of gender, race, disability or sexuality;
- are aware of the 'Whistleblowing' Policy;
- are aware of confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them; and
- are aware that the school is required to consider referring to the DBS/TRA any person whose services are no longer used, and the referral criteria are met.

22.2. Notes of Guidance for Staff (also read Staff Code of Conduct)

All staff, whether teaching or non-teaching, should take every care to ensure that their actions and behaviour do not place pupils at risk of harm. Staff should also take every care to ensure that their actions or behaviour do not place themselves at risk of allegations of harm to a pupil. Care must be taken in situations such as one - to-one tuition (each classroom has glass panels in the doors), sports coaching, conveying a pupil in a car (staff would endeavour not to transport individual children, but where this is not possible, the pupil must sit in the rear of the car), engaging in electronic communication with a pupil and so on. These are a list of examples; the list, however, is not exhaustive and staff must use their own good judgement in all situations.

Staff organising trips and activities off the school site must obtain assurance that appropriate child protection checks and procedures are undertaken with respect to



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any staff employed by another organisation and working with the school's children on another site.

The school is required to report to the DBS (at PO Box 181, Darlington, DL1 9FA or Telephone 0300 123 1111) within one month of leaving the school any person, whether employed, contracted, volunteer or student, whose services are no longer used because he or she is considered unsuitable to work with children. The school is also required to refer to the Teaching Regulation Agency (TRA) and Leadership any dismissals or resignations arising from unacceptable conduct.

23. Whistleblowing Procedures

If, after consultation with the DSL or DDSL, a member of staff feels that appropriate action is not being taken in respect of their concerns for a child, then they should refer directly to Social Services themselves and the DSL and DDSLs should be informed of this decision. Please see the Whistleblowing Policy.

Westville House School has a culture of safety, value staff feedback and staff are encouraged to raise concerns

The school's Whistleblowing Policy sets out procedures for reporting and handling concerns, including about poor or unsafe practice and potential failures in the school's safeguarding regime, provision for mediation and dispute resolution where necessary. Any concerns will be taken seriously. Training and support are provided for staff. There is transparency and accountability in relation to how concerns are received and handled.

24. Safer Recruitment

The governing body and school leadership team are responsible for ensuring that the school follows safe recruitment processes, including:

- ensuring the Headteacher, other staff responsible for recruitment, and one member of the governing body completes safer recruitment training and that they are on the interview panel;
- the following staff and governors have completed safer recruitment training – Susan Walker (Acting Headteacher), James Mundell (Governor), and Eve Coleman (for purposes of the SCR as Head's PA and School Administrator); and
- ensuring the upkeep of a Single Central Register of all staff and regular volunteers in accordance with Government guidance.

The school pays full regard to current guidance KCSIE 2023 and WTSC (revised 2018). The school ensures that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including



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volunteers, staff employed by contractors, supply staff and other persons not on the staff, such as trainee teachers.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history, and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and, where appropriate, undertaking DBS checks at the correct level depending on the role, prohibition order checks for teachers and providing honest and accurate references when individuals move on.

In line with statutory changes, underpinned by regulations, the following will apply:

- a DBS Enhanced Disclosure will be obtained for all new appointments to Westville House.

School's workplace (including volunteers, where appropriate). If there are any concerns with existing members of staff, they will undergo the same checks as if they were a new member of staff.

- Westville House School is committed to keep an up-to-date Single Central Register detailing a range of checks carried out on our staff, volunteers, and Governors;
- all new appointments to Westville House School workforce from overseas or those who have lived outside the UK will be subject to additional checks as appropriate;
- Westville House School will inform shortlisted candidates that online searches may be made as part of our due diligence checks.
- Westville House School ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- identity checks will be carried out on all appointments to Westville House School workforce before the appointment is made. These include checking that all staff appointed to positions of senior leadership do not appear on the Prohibited from Management Register. We also undertake the necessary EEA checks to ensure that a member of staff has not been prohibited from teaching in another EU country;
- Westville House School will keep copies of documents used to verify successful candidates identity, right to work and required qualifications and these will be kept on their personnel file
- all new staff are made aware of the Prevent Duty Guidance issued by the Secretary of State; and
- the very same checks are also conducted on the school's Governing Body.

25. Staff Induction Pack

New staff during the Induction Process as a minimum receive training, explanations, and copies of the following:

- Westville House School Acceptable Use Policy;



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- Westville House School Anti-Bullying Policy;
- KCSIE 2022 Part One or Annex A and Annex B;
- Westville House School Behaviour Policy;
- Westville House School E-Safety Policy;
- Westville House School the Role of the Designated Safeguarding Lead (including identifying the DSL & DDSL);
- Westville House School Missing Child Policy;
- Westville House School Staff Handbook (including the Social Media Policy);
- Westville House School Staff Code of Conduct;
- Westville House School Whistleblowing Policy;
- Westville House School Safeguarding and Child Protection Policy;
- Westville House School Safeguarding response to children who go missing from education (detailed within the Safeguarding and Child Protection Policy);
- Fire Safety Training;
- Child Protection Training;
- Health & Safety Training;
- Online Safety Training;
- Child-on-child Abuse Training; and
- Prevent Training.

26. Disqualification Declaration

The Child Care Act 2006 requires Westville House School to report issues which may affect the welfare of children. The process/arrangements for such reporting and any steps to seek dispensation (to be fully recorded) is found in the Westville House School Safer Recruitment Policy.

The school believes it to be good practice to ask all staff (including EYFS) to complete a Staff Suitability Declaration form annually.

The grounds for Disqualification include:

- being on the DBS children's barred list;
- being cautioned for, convicted of, or charged with certain criminal offences either at home or abroad;
- any offence involving death or injury to a child;
- being the subject of certain other orders relating to the care of children; and/or
- refusal or cancellation of registration relating to childcare or being prohibited from private fostering.

As part of this process all staff who are applying for a position of employment at Westville House School are expected to disclose their convictions, but cannot be required to disclose spent convictions or cautions of those who live or work in their households.



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27. Leadership and Management of Safeguarding

The board of governors should ensure that all staff in the school read and understand at least Part 1 or Annex A and Annex B of KCSIE 2023.

The Board of Governors ultimately is responsible for agreeing the Policy and monitoring compliance. The Governing body ensures that this safeguarding/Child Protection policy is effective and in place. The arrangements described in the policy are monitored and reviewed to ensure it is implemented fully in practice, see KCSIE 2023.

The governing body and the school leadership team ensures that the DDSLs for Child Protection and the DSL are properly supported to carry out their tasks and that they are given time to fulfil the duties that their role demands.

The DSL attends all governors' meetings and reports to them any safeguarding concerns that have been raised. This is recorded in the minutes.

An annual report including an update and review of the effectiveness of the procedures and their implementation will be undertaken by the DSL and the Governing Body.

The DSL provides staff with ongoing training as and when required. The DSL has provided safeguarding INSET training and pupils are regularly asked about how safe they feel in school. The DSL follows up an evaluation of staff training by asking staff for feedback which is then acted upon.

27.1. DSL Supervision and Support

Westville House School recognises that the DSL needs supervision and support. There is a weekly staff briefing and safeguarding is an item for discussion on the weekly agenda.

The safeguarding team meets every half term to discuss current issues and monitor and evaluate Safeguarding practice and procedures at Westville House School. The safeguarding team comprises of Mrs Frances Colman, Miss Rebecca Mountain and Miss Louise Dobson who are available out of school hours, including holidays.

The Governors oversee:

- staff training (DSL);
- steps being taken to 'listen' to pupils - how can they make their views known;
- any referrals to children's services (anonymised) in respect of the promotion of welfare and any themes emerging for future action;
- any referrals to the LADO in respect of staff/volunteers and actions taken; and
- any specific themes or issues emerging in the school such as FGM, 'e-safety, radicalisation. Include steps taken as the result.



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It is the DSL's role (and in her absence the DDSL's role) to:

- co-ordinate Child Protection action within the school;
- inform the staff of any safeguarding matters relating to the pupils at all staff meetings, including Senior Leadership meetings;
- liaise with other agencies (e.g., BSP) and ensure that locally established procedures are followed;
- act as a consultant for staff to discuss concerns;
- make referrals as required and maintaining a confidential recording system;
- manage the school's Child Protection plans;
- ensure that parents are made aware of the Child Protection policy via the school's website and the Parents' Handbook;
- confirm the regularity of update training for staff by the Local Children's Safeguarding Partnership (NYSCP);
- organise training for all staff including voluntary and temporary staff (the DPS and DDSLs have training updated every two years and the staff's training is updated every three years as confirmed by NYSCP) and to ensure that any voluntary or temporary staff who join the school after the training are made fully aware of the arrangements. This training will be supplemented with informal updates on a regular basis;
- ensure that any deficiencies or weaknesses in Child Protection arrangements are remedied without delay;
- inform Ofsted as soon as is reasonably practical but in any case, within 14 days, of any allegations of serious harm or abuse by any person working or looking after children on the premises of Westville House School, or any other abuse which is alleged to have taken place on those premises, and of the action taken in respect of these allegations; and
- ensure children are safe whilst using the internet.

28. Support for those involved in a Child Protection Issue

Child abuse is devastating for the child and can result in distress and anxiety for staff who become involved. We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously;
- nominating the DSL as a link person who will keep all parties informed and be the central point of contact;
- where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest;
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;



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- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of helplines, counselling, or other avenues of external support;
- following the procedures laid down in our whistleblowing, complaints, and disciplinary procedures; and
- cooperating fully with relevant statutory agencies.

29. Complaints Procedures

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying, or belittling a pupil or discriminating against them in some way. Complaints are managed by the Headteacher and governors, see Westville House School Complaints Policy.

30. Staff Training

DSL provides training and updates to all staff on the new KCSIE 2023 and Working Together to Safeguard Children 2018 Government Statutory Documents plus any subsequent revisions.

Our local Children's Safeguarding Partnership (NYSCP) has advised that the frequency of individual staff member's training should be determined via supervision, appraisal, and training need analysis in order that all staff are able to both recognise and respond to safeguarding concerns and competently fulfil their individual roles and responsibilities. All staff should have safeguarding and child protection updates as required and at least annually and includes Prevent and online safety. For the DSL, in addition to their formal training, they should have their knowledge and skills updated at regular intervals, but at least annually to keep up with any developments relevant to their role, as a minimum, the DSL should undertake Prevent awareness training and all staff should undertake online safety training.

All staff are provided with copies of the following documents (or at a minimum links to how they can access the documents) and are asked to read and sign they have understood these documents:

- Westville House School Safeguarding and Child Protection Policy;
- the safeguarding response to children who are absent from education (detailed within the Westville House School Safeguarding and Child Protection Policy);
- KCSIE 2023 Part One or Annex A and Annex B;
- Westville House School Staff Code of Conduct;
- Westville House School Pupil Behaviour Policy; and
- Role and identifies of the DSL and DDSL.



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The governing body and school leadership team will ensure that DDSLs for Child Protection and the DSL attend the required training and that they refresh their training every two years.

As part of the appraisal process, appraisers ensure that staff have reviewed their own safeguarding practice with the aim to improve and update over time. All new staff, including temporary staff and volunteers, are provided with Induction training.

The required training content for the Designated Person is set out in KCSIE 2023:

- inter-agency working;
- participation in child protection case conferences;
- supporting children in need;
- identifying children at risk of radicalisation; and
- record keeping and promoting a culture of listening to children.

The DSL should undergo training to provide them with the knowledge and skills required to carry out the role. Their knowledge and skills should be updated via regular training, at appropriate intervals, as and when required, (but at least annually), to keep up with any developments relevant to their role.

The school consults with NYSCP to determine the most appropriate schedule, level and focus for training.

31. Arrangements for Reviewing Safeguarding Policies and Procedures

Westville House School is a 'listening school.' The staff listen to children including the use of staff mentors, school suggestion/worry boxes, pupil questionnaires, School Council and Circle Time.

Policies are reviewed annually. Processes are in place to consult children, young people, and parents as part of the review of safeguarding. The named member of the governors will find out if the policies are known in practice - i.e. - on each visit he will talk to several staff right across the school to see if they would know who to go to in the case of a suspected abuse and what they would do in terms of comments they might make to the child.

All incidents, allegations of abuse and complaints are recorded and monitored.

The governor with a particular interest in Child Protection undertakes an annual review of policies and procedures and the efficiency with which they are carried out, together with any deficiencies or weaknesses. The review of Child Protection issues will be reported annually to the governors.

If there has been a Safeguarding Incident or is a change in legislation, then the policy is reviewed immediately.



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The nominated governor and Headteacher (DSL) meet and provide an Annual Report for the Governing Body detailing any changes to the policy and procedures, training undertaken by all staff and governors, and other relevant issues. The report also has any additional relevant paperwork to evidence the review. The Governing Body is responsible for ensuring the annual review of the policy and that the list of key contacts on the cover sheet is kept up to date. This review will be recorded in the governors' minutes and will be sufficiently detailed to demonstrate both the breadth and depth of the review.

The DSL also conducts an audit of Safeguarding by completing the Local Children's Safeguarding Partnership Audit Tool provided by North Yorkshire children's Safeguarding Partnership (NYSCP).

The governors ensure that the school will contribute to interagency working in line with WT through effective communication and good co-operation with local agencies.

If there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

The DSL evaluates the need for training based on staff questionnaires, feedback from appraisals and staff meetings to assess whether the training provided by the school has been sufficient and frequent enough to equip staff to follow the school's procedures and to raise concerns appropriately.



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Appendix A

Related School Policy Documents and Other Crucial Documents Issued by the Government and Local Children Safeguarding Boards

Cross Reference to Other School Policies: Westville House School recognises that several other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children's Welfare, and this Policy should be read in conjunction with the policies listed below:

- Westville House School Anti-Bullying Policy;
- Westville House School Complaints Policy;
- Westville House School Missing Child Policy;
- Westville House Parent Handbook;
- Westville House School Curriculum Policy;
- Westville House School Pupil Data Protection Policy;
- Westville House School Supervision Policy;
- Westville House School Risk Assessment Policy;
- Westville House School Health and Safety Policy;
- Westville House School Fire Risk (Prevention) Policy;
- Westville House School First Aid Policy;
- Westville House School Educational Visits Policy;
- Westville House School Safer Recruitment Policy;
- Westville House School Behaviour Policy;
- Westville House School Whistleblowing Policy;
- Westville House School Photography Policy;
- Westville House School E-Safety Policy;
- Westville House School Anti-Corruption and Bribery Policy;
- Westville House School Staff & Governor Induction Policy;
- Westville House School Prevent Policy; and
- Westville House School SEND Policy.

Government Statutory Regulations and Guidance Documents

- North Yorkshire Children's Safeguarding Board Procedures
<http://www.safeguardingchildren.co.uk/good-practice.html>;
- for the EYFS the school has used as guidance the NYCC Safeguarding Children Policy and Procedure- Guidance for Early Years Providers and Childminders working with Assistants April 2016;
- inspecting safeguarding in early years, education and skills settings Guidance for inspectors carrying out inspections under the education inspection framework from September 2019;
- statutory Framework for the Early Years Foundation Stage, September 2019;
- DfE publication 'Teaching Online Safety in Schools' ;



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- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf;
- www.nspcc.org.uk/preventing-abuse/research-and-resources/;
- Mandatory Reporting of Female Genital Mutilation - procedural information;
- Keeping Children Safe in Education (Sept 2019);
- Working Together to Safeguard Children (2018) WTSC;
- Information Sharing: Advice for Practitioners Providing Safeguarding Services (March 2015);
- What to do if you're worried a child is being abused - HM Government March 2015;
- Education Act 2002;
- Children Act 1989;
- Children Act 2004;
- Childcare Act 2006;
- Sexual Offences Act 2003;
- Safeguarding Vulnerable Groups Act 2006;
- NSPCC Child sexual abuse research briefing July 2013;
- FGM mandatory reporting procedural information;
- Information Sharing Guidance for safeguarding practitioners (2015);
- Teacher misconduct: the prohibition of teachers (July 2014);
- TRA website;
- SEND Code 2015;
- Mental health and behaviour in schools (March 2015);
- Counselling in schools: a blue print for the future (March 2015);
- Preventing Radicalisation (Counter-Terrorism and Security Act 2015);
- Prevent Duty Guidance: for England and Wales (March 2015) (Prevent);
- DfE The Prevent duty: Departmental advice for schools and childminders (June 2015);
- the use of social media for on-line radicalisation (July 2015);
- NSPCC information on grooming and entrapment: <http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/>;
- NYCC document "Guidance for Safe Working Practice in Early Years Settings.";
- Allegations against staff NYCSB guidance- "Definitions and Thresholds for Managing Allegations against Staff", "Guidance for Staff Facing an Allegation", and "Managing the Aftermath of Unfounded and Unsubstantiated Allegations"; and
- UKCCIS (UK Council for Child Internet Safety) called "Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People."



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Appendix B

Role of the Designated Safeguarding Leads and Deputy Designated Leads

The Governing body committees should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given additional time, funding, training, resources, and support to they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy Designated Safeguarding - any deputies should be trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required and 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 and 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
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice, and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the Headteacher 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" and the LADO at the local authority for child protection concerns in cases which concern a staff member;



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- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, Senior Mental health leads and SENCO on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances; and
- work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school This includes: ensuring that the school knows its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker, reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Raise Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- 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 in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and school leadership staff.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date, this is done electronically via CPOMS.

Information should be kept confidential and stored securely.



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Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved; and
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and schools should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in schools, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare, and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or school. For example, information that would allow the new school or school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Availability

During term time the DSL (or a deputy) should always be available (during Staff hours) for staff in the school to discuss any safeguarding concerns. Out of hours / out of term activities contact is via mobile number 07512 300276.

Training, knowledge and skills

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. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures, and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;



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- 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;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health, and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations, and practitioners;
- understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- 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 school may put in place to protect them.

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, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to ensure that staff are supported during the referral process and support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may



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put in place to protect them and understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using, and sharing information effectively is set out in Parts one, two and five of KCSIE 2023, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and school, and with other schools and schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.



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Appendix C

Designated Governor for Safeguarding

Safeguarding of Children

Safeguarding the welfare of children is of the highest priority to Westville House School. Every employee of the school has a responsibility to:

- protect children from abuse;
- be aware of the school's safeguarding procedures;
- know how to access and implement the required procedures;
- keep a sufficient record of any significant complaint, conversation, or event;
- report any matters of concern to the DSL (DSL); and
- attend annual in-service training provided by the school.

Purpose

As the Designated Governor, you will play an essential role in ensuring children in Westville House School are kept safe from harm. The Designated Governor plays an important role in ensuring oversight and scrutiny of safeguarding policy, procedure, and practice on behalf of the full Governing Body. It is recognized that Governors are volunteers and generously give of their time, interest and expertise to the ultimate benefit of children in our Schools but it should not be underestimated that your role is that of a 'senior manager' of a School with accountability befitting such a significant responsibility.

Role

Your role as Designated Governor for Safeguarding is to:

- act as a 'critical friend' to the school, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met;
- monitor appropriate policies, including the safeguarding and Whistleblowing Policy;
- ensure there is a suitably qualified, trained and supported DSL (DSL) who has responsibility for responding to and overseeing safeguarding issues;
- ensure there is a suitably qualified, trained and supported Deputy DSL (DDSL) who has responsibility for responding to and overseeing safeguarding issues as agreed reasonable to be delegated by the DSL;
- ensure that the DSL adequately supervises and supports the work, development and wellbeing of the DDSL and any other individual to whom they may delegate additional safeguarding responsibilities in order that there are clear lines of accountability;
- ensure there is a robust system for recording, storing, and reviewing child welfare concerns;
- liaise with the Headteacher about general child protection and broader safeguarding issues within the school and as such be able to provide reports to the Governing Body in respect of



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themes and issues within the school/locality to enable adequate oversight, understanding and development of solutions;

- ensure that school staff training is up to date;
- attend Basic Awareness Safeguarding training every three years and other training as appropriate to the role and relevant to issues within the school/locality;
- ensure other Governors attend appropriate safeguarding training;
- ensure appropriate members of the Governing Body complete training in respect of allegations against staff;
- ensure at least one member of every recruitment and selection panel for staff has successfully completed accredited Safer Recruitment training;
- ensure interview panels are convened appropriately and safer recruitment practices and policies are followed;
- have oversight of the Single Central Register and ensure it is up to date and maintained in line with guidance;
- take account of how safe pupils feel when in school;
- ensure the voice of pupils is truly heard and appropriately acknowledged;
- ensure the school constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' run throughout;
- ensure the School does not operate in isolation and has an awareness of agencies available to support children and families;
- ensure the safeguarding agenda is embedded in the ethos of the school;
- monitor progress against any outstanding actions by the Governing Body Safeguarding audit and any other local authority review; and
- provide an annual report to the full Governing Body to include, amongst other relevant items detail pertaining to training, themes, and issues.



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Appendix D

Description of Internet filters and monitoring

Filtering

Designed by Exa Networks, a leading independent education ISP, SurfProtect Quantum is an all-new, Prevent Duty-compliant content filtering service. SurfProtect Quantum automatically implements a default filtering policy which prevents access to the most commonly-blocked web categories, such as:

- discrimination: Promotes the unjust or prejudicial treatment of people on the grounds of the protected characteristics listed in the Equality Act 2010;
- drugs / substance abuse: displays or promotes the illegal use of drugs or substances;
- extremism: promotes terrorism and terrorist ideologies, violence, or intolerance;
- malware / hacking: promotes the compromising of systems including anonymous browsing and other filter bypass tools as well as sites hosting malicious content;
- pornography: displays sexual acts or explicit images;
- piracy and copyright theft: includes illegal provision of copyrighted material;
- self-harm: promotes or displays deliberate self-harm (including suicide and eating disorders); and
- violence: Displays or promotes the use of physical force intended to hurt or kill.

As SurfProtect Quantum enacts Active Directory integration, its Analytics feature enables us to see which user has requested banned content - either by entering a restricted search term, or attempting to view a blocked website. This means that we have complete traceability of overall online activity. With SurfProtect Analytics, we are also able to download reports of all online activity performed on our network, giving us a detailed insight into our school's web traffic over an extended period. Compiling and storing this data over three-month periods, we can be assured that we have access to every website visited and every search term entered over this time so, should an e-safety incident occur, we have a physical record to reference.

Monitoring

Westville House uses monitoring software to help enhance the school's safeguarding procedures with the Safeguarding component which has a monitoring tool for constant assessment of risks and keywords. The feature comprises two elements - phrase matches and concerns.

Phrase Matches: Provides insight into and alerts for any activity by a school network user that might suggest they are at risk. Using a database of pre-supplied keywords and phrases covering a range of topics from self-harm, bullying and racism through to gambling, eating disorders and risks of radicalisation, the monitoring software provides real time monitoring of the school network.

Concerns: The report a concern button installed on each student device enables students who feel vulnerable to discreetly share their concern with a nominated staff member. The Safeguarding team



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will be notified and will then decide the appropriate follow up actions.

The DSL, and Deputy DSL should the DSL be absent, will check all the 'Urgent' and 'High' labelled emails that come from the monitoring software to check the need for action, if any is required. A weekly check of all other records will be carried out by the DSL or Deputy DSL to see if there are any records that have been mislabelled and require action.



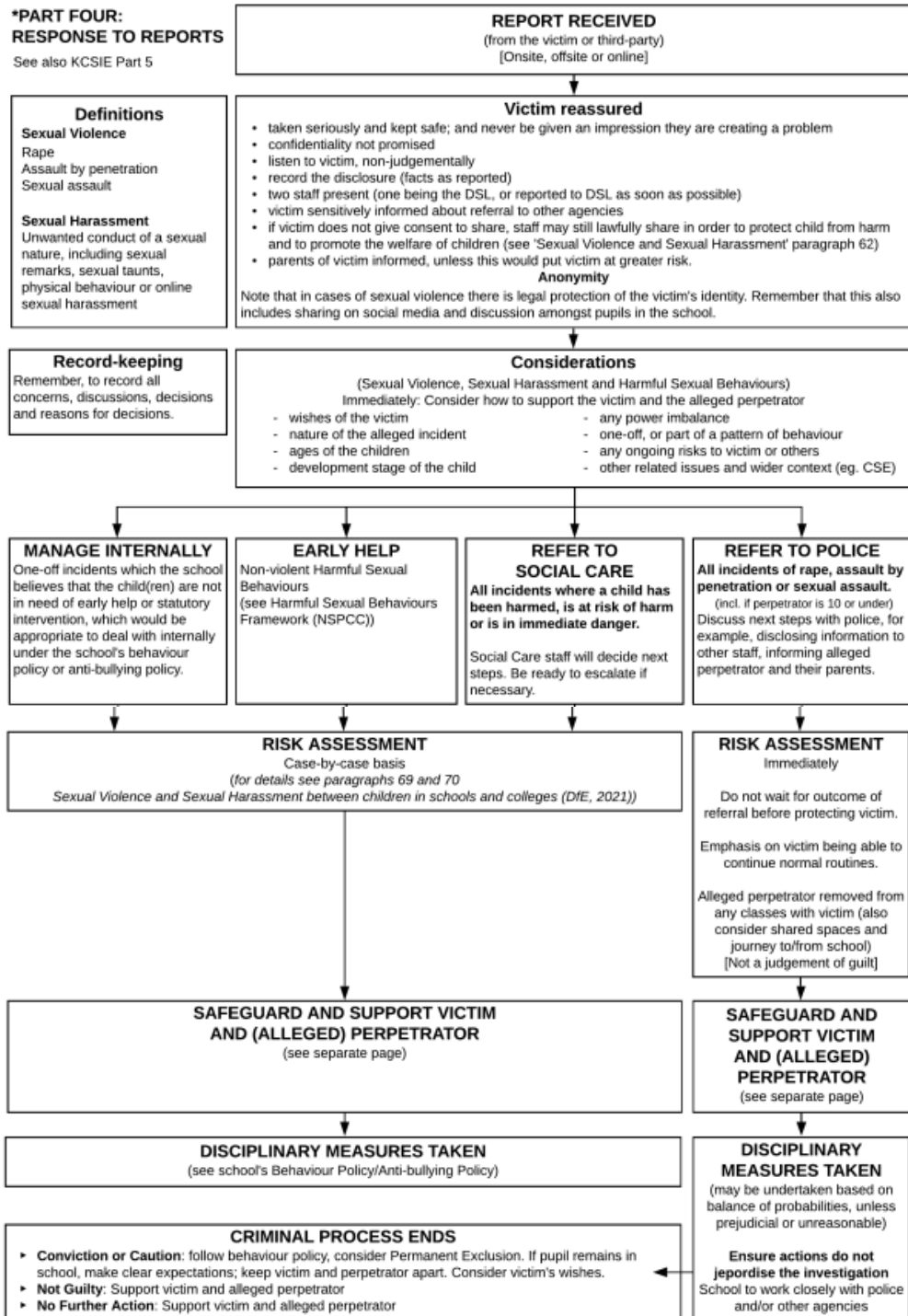
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Appendix E

Dealing with an allegation of Child-on-Child Abuse

*PART FOUR: RESPONSE TO REPORTS

See also KCSIE Part 5



Source:

*Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)

SVSH Flow Chart for Schools 2021 v.1.0