



SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

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INTRODUCTION AND AIMS

The safety, wellbeing and best interest of children is of prime importance. We believe that everyone involved within our school and nursery community, including staff, freelance staff, students and volunteers, have a duty to promote children's welfare and protect them from harm. Our commitment to keeping children safe and promoting their welfare encompasses our vision and the many aspects of the care, education and service we provide.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to ensure all children have the best outcomes

The ethos of Ashbridge supports the development of a positive self-image, increases confidence and promotes an atmosphere of trust. Staff listen to children and children are encouraged to express their thoughts and feelings.

As adults have a tremendous impact on children we ensure that through our policies, procedures and daily practices all adults, employees and volunteers:-

- Are positive role models for children
- Promote a happy, caring and safe environment
- Comply within the agreed policies of the school and nursery
- Create an environment of trust and respect
- Recognise and value strengths in each other and use these to support everyone
- Encourage children to think for themselves, ask questions and find answers
- Welcome and support visitors to school and nursery

Through these actions we aim to:

- Promote a culture where children are always respected and listened to.
- Promote a culture of safety, equality and protection
- Promote a culture where staff act in the best interest of each child and are confident to raise any concerns and act in a professional and confidential manner.
- Create an environment and experience for all children which enables them to develop a positive self-image, a sense of independence and autonomy and a secure understanding of British values.
- Give staff the opportunity to contribute to and shape safeguarding arrangements and the child protection policy, to utilise the expertise they build up through safeguarding training and managing safeguarding concerns on a daily basis.
- Ensure children are confident to talk to a member of staff if they are worried about something.

We comply with all statutory requirements for reporting information, which are linked to Safeguarding including reporting to the DFE, DBS, OFSTED Early Years and Health and Safety Executive where appropriate.

CONTACTS

The table below details all main contacts for safeguarding related concerns.

The first point of contact should be a DSL, or in the unlikely event of none being available, Company Director Sarah Carr should be contacted. Whilst each trained DSL has responsibility for a particular setting, all DSLs have a complete safeguarding picture and can advise on safeguarding concerns. Headteacher Karen Mehta holds overall responsibility for all settings.

Under local procedures, all nurseries have additional members of the management team with responsibilities for safeguarding, who are all trained as Designated Senior People (DSP).

All staff have the right to report safeguarding concerns directly to the external contacts also detailed in the table.

ROLE	NAME	PHONE	EMAIL
Lead DSL, lead responsibility for Ashbridge School, Headteacher	Karen Mehta	07518 431728 01772 619900	head@ashbridgeschool.co.uk
DSL, lead responsibility for Ashbridge Nursery, Communication and Compliance Officer	Charlotte Bingham Brindle	07771 591600 01772 619900	charlotte.binghambrindle@ashbridgeschool.co.uk
DSL, lead responsibility for Ashbridge-on-Ribble Nursery, Director of Operations	Grace Cole	07970 054753	grace.cole@ashbridgeschool.co.uk
DSL, lead responsibility for Ashbridge Nursery at Maxy Farm and The Fledglings, Director of Quality of Care	Alice Turner	07977 922345 01772 733312	dr.alice.turner@ashbridgeschool.co.uk
DSP, Ashbridge Nursery Manager	Ruth Thompson	01772 619900	ruth.thompson@ashbridgeschool.co.uk
DSP, Ashbridge Nursery Manager	Emma Murray	01772 619900	emma.murray@ashbridgeschool.co.uk
DSP, Ashbridge Nursery Co-ordinator	Andrea Pratt	01772 619900	andrea.pratt@ashbridgeschool.co.uk
DSP, Ashbridge Nursery Team Leader	Chelsea Mounsey	01772 619900	chelsea.mounsey@ashbridgeschool.co.uk
DSP, Ashbridge-on-Ribble Nursery Manager	Natalie Pratt	01772 561186	natalie.pratt@ashbridgeschool.co.uk
DSP, Ashbridge Nursery at Maxy Farm Head of Nursery	Julie Fazackerley	01772 733312	julie.fazackerley@ashbridgeschool.co.uk
DSP, The Fledglings Nursery Manager	Emma Newlove	01995 642148	fledglings@myerscough.ac.uk
Contact if no DSLS available, Company Director	Sarah Carr	07850 877826	sarah.carr@ashbridgeschool.co.uk

SERVICE	CONTACT	PHONE	EMAIL/ONLINE
Lancashire Safeguarding Children Board	Matt Chipchase (if available)	01772 536288	children.cypsafeguarding@lancashire.gov.uk
	Christine Isherwood	07909 001430	children.cypsafeguarding@lancashire.gov.uk
Lancashire Children's Social Care	N/A	0300 1236720 (8:00 – 20:00) 0300 1236722 (20:00 – 8:00)	N/A
Local Area Designated Officer (LADO)	Tim Booth	01772 536694 07826 902522	tim.booth@lancashire.gov.uk
Police Non-Emergency	N/A	101	Online form available - reportitonline.lancashire.police.uk
Extremism concerns	N/A	020 7340 7264	counter-extremism@education.gsi.gov.uk
NSPCC Whistleblowing Helpline	N/A	0800 028 0285	help@nspcc.org.uk

GUIDANCE FOLLOWED AND SAFEGUARDING RELATED POLICIES

We operate in accordance with the following statutory and other guidance:

- Children Act 1989
- Children Act 2004
- Education Act 2002 Section 175 (Regulatory Compliance – ISSRs and Minimum Standards for EYFS)
- Working Together to Safeguard Children July 2018
- Keeping Children Safe in Education September 2018
- What to Do If You're Worried a Child is Being Abused March 2015
- Disqualification under the Childcare Act 2006
- 'Prevent' Counter-Terrorism and Security Act 2015
- Revised Prevent Duty Guidance July 2015
- Children Missing from Education September 2016
- Child Sexual Exploitation February 2017
- Local Lancashire Safeguarding Children Board (LSCB) www.lancshiresafeguarding.org.uk
- Statutory EYFS Framework
- OFSTED Early Years' Safeguarding Advice
- Teacher misconduct: the prohibition of teachers April 2018
- General Data Protection Regulations / Data Protection Act 2018

Our policies, together with government guidance Keeping Children Safe in Education 2018 and Working Together to Safeguard Children 2018 underpin safeguarding and guide us in promoting children's welfare, keeping them safe from harm and working in the best interests of every child.

Almost all policies have some link to safeguarding issues, but some specific company policies which help us to underpin effective safeguarding include:

Anti-Bullying	Induction Procedures
Attendance	Missing Children
Behaviour	Personal Development
Children Missing Education	Recording and Monitoring
Complaints	Safer Recruitment
Curriculum	SEND
Employee Code of Conduct	Technology and Online Safety
Exclusion	Whistleblowing
Health and Safety	Visitors

All policies listed are available on the school website or by request and are implemented across the company.

TYPES OF ABUSE

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 institution or community setting by those known to them or, more rarely, by others. As detailed on page 20, some groups are more vulnerable to abuse and this should always be considered. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children.

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues overlap with one another. Indicators of abuse are wide and varied and symptoms do not always indicate that a child has been abused. As detailed later in this policy, if a child is in immediate danger or is at risk of harm, a referral will be made to children’s social care or the police immediately. Staff do not need to wait for an incident to occur to make a referral if they have reason to believe a child may be significantly harmed in some way. Staff must always act in the best interests of the child, should always maintain an attitude of “it could happen here” and must never assume that somebody else will take action as this may prevent a child receiving the support they need.

Types of Abuse and Neglect (KCSIE September 2018)

Some of the types of abuse and neglect are listed below; however this list should not be seen as exhaustive.

- **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.

- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another

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

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

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

SPECIFIC SAFEGUARDING ISSUES INCLUDING CONTEXTUAL SAFEGUARDING

Specific safeguarding concerns include, but are not exclusively:

- Bullying including cyberbullying
- Children going missing from education
- Children missing from home or care
- Child sexual exploitation
- Domestic violence and abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation
- Forced Marriage
- Gangs and Youth Violence
- Gender-based Violence/Violence against women and girls
- Hate
- Homelessness

- Mental Health
- Peer on peer abuse
- Private fostering
- Preventing Radicalisation
- Relationship abuse
- Sexting
- So-called honour-based violence
- Trafficking

Specific safeguarding concerns require a range of approaches and we use government and locally agreed guidance to support our own policies and procedures, together with advice from organisations such as the NSPCC. Different settings will experience different risk levels for the types of safeguarding issues they are likely to come across but it is important to remember that any issue can happen anywhere. Some specific safeguarding concerns are expanded upon below.

Cyberbullying

Cyberbullying, sexting (also known as youth produced sexual imagery) and relationship abuse are unlikely to affect most of our children due to their age but we are still vigilant to the risk of it. Children between the ages of 12-16 are most likely to suffer from Child Sexual Exploitation (CSE) but it is important for us to remember that it can happen to any child at any time and we are always vigilant to the possibility of CSE happening within our settings.

Peer on Peer Abuse

All children are capable of abusing their peers and staff should be vigilant to this. Peer on peer abuse is a serious safeguarding issue and should never be tolerated or passed off as part of growing up, 'having a laugh' or 'banter'. Whilst it is more likely that girls will be victims and boys perpetrators of peer on peer abuse, and that children with SEND could be more vulnerable, it is important that staff are vigilant to all possible peer on peer abuse and act in line with behaviour procedures. Peer on peer abuse will not be tolerated and will be taken seriously. Safeguarding issues that can occur from peer on peer abuse include, but are not 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)
- Initiation/hazing type violence and rituals

In order to minimise the risk of peer on peer abuse as much as possible, the school and nursery has clear anti-bullying and behaviour procedures which are understood by staff and children and are followed consistently (see Anti-Bullying Strategy and Behaviour Policy). The caring and open ethos of the school and nursery also means that children are encouraged to share their concerns and look out for each other. We also develop strong and open relationships with parents/carers so they feel comfortable discussing any concerns they may have regarding peer on peer abuse.

Child on Child Sexual Violence and Sexual Harassment

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 and includes rape, assault by penetration or sexual assault. In all cases the victim has not consented or the person committing the offence does not reasonably believe that the victim consented. Consent is about having the freedom and capacity to choose and consent can be withdrawn at any time.

Sexual harassment is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment can include, but is not limited to; sexual comments or jokes, physical behaviours, displaying images of a sexual nature and online sexual harassment such as the non-consensual sharing of sexual images and videos or unwanted sexual comments or messages.

Whilst reports of child on child sexual violence or sexual harassment are uncommon within the age of children cared for at Ashbridge, any reports must always be taken seriously and be acted upon in a timely manner. Staff must report any report of potential sexual violence or sexual harassment to a DSL who will follow reporting procedures as set out in this document.

Radicalisation

With the current threat level of terrorism and the rise of radicalisation and extremism we are incredibly vigilant of the risk of radicalisation across all our settings and from all communities.

For the vast majority of our children, the risk of radicalisation relates to their families becoming radicalised, rather than the child themselves. However although the risk of any of our children becoming radicalised is low, there is a possibility and we should be vigilant to it. For families and children, some indicators of radicalisation that we may observe include, but are not exclusive to:

Vulnerability – including distance from religious or cultural heritage, community tensions, experiencing racism, imprisonment, involvement in criminal groups.

Access to extremism or extremist influences – including suggestions of associating with extremists, evidence to suggest use of the internet, literature, groups or meetings to access, distribute or promote extremist material, or suggestions of involvement in extremist camps or training.

Experiences, behaviours and influences – including encountering peer, social, family or faith group rejection, political, religious or international events, significant shift in behaviour or outward appearance, a new social, political or religious influence, vocal support of terrorist attacks, conflict with family over religious issues, or any involvement as either perpetrator or victim to racial to religious hate crime.

Travel – including a pattern of regular or extended travel in the UK or internationally with evidence that it is linked with extremism or to locations known to be high-risk for extremism or employing any methods to disguise or hide true identity

Social factors – including social isolation, learning difficulties, mental health issues, flawed understanding of religion or politics, history of crime, being a foreign national or refugee, insecure family unit or war/sectarian trauma

Contextual Safeguarding

Safeguarding issues can be associated with factors outside school and nursery and/or can occur between children outside school and nursery. All staff, but specifically the DSLs will consider the context within which such incidents and/or behaviours occur. Assessments of children will consider whether wider environmental factors which may be present in a child's life may be a threat to their safety and/or welfare. In the event of a referral being made to Children's Social Care, any information which is relevant in context to the concern will be shared.

CONCERNS ABOUT A CHILD

Procedures

The flowchart set out in appendix 1 details the procedure for referring a child to social care and the likely action path following the referral.

If a member of staff is concerned about the safety or welfare of a child they should refer to the DSL immediately.

- In the case of a child making a disclosure to a member of staff the staff member should listen and write down everything that has been said to them. Further advice is given in appendix 2.
- Any possible evidence, such as written notes, Observation and Notified on Arrival forms, mobile phones or other electronic devices containing evidence, clothing etc should also be given to the DSL wherever possible.
- The DSL will consider the concern and decide on the appropriate action which may include:
 - Managing support internally through either the school and nursery's own pastoral procedures or local support
 - An early help assessment
 - A referral to statutory services will be considered if a child might be in need or is in need.
 - An immediate referral to children's social care will be made if it is thought a child is at suffering or likely to suffer from harm.
- Where it is felt a crime has been committed, the Police will also be contacted.
- Staff members should note that anyone can make a referral to external agencies, not just DSLs.
- Any member of staff who feels that appropriate action has not been taken by the Designated Senior Lead or Designated Senior Person has a duty to refer to the appropriate agency.
- Parental consent does not need to be given for referrals to statutory agencies, as detailed in 'Information Sharing' in this document, and parents are informed of this upon enrolment.

In line with legislation set out for registered school and early years settings, we work within local procedures as promoted by our Local Safeguarding Children's Board (LSCB) (transitioning to safeguarding partners by September 2019) and meet our duty to inform our regulatory bodies and refer to Children's Social Care, and where relevant the LADO, the Police or the local Prevent Lead who have a duty to investigate any concerns we have about a child.

In all cases we follow the advice given by Children's Social Care, the LSCB, LADO and Police. However, if we feel appropriate action is not being taken by external agencies, we will be persistent in making referrals until we are satisfied that an appropriate response is being made.

Listening to Children

There are a number of arrangements in place in both school and nursery for listening to children and providing early help, the main one being the accessibility of adults and the positive relationships they foster with the children in their care. There are also specific times where it is reinforced to all children in a way appropriate to their age and stage of development that they can speak to any trusted adults, for example through School Council Meetings and Class Meetings, through the Personal Development Programme and assemblies and work with the NSPCC. The key person system in nursery fosters strong relationships between children and adults so children feel comfortable and confident sharing their concerns with adults.

Indicators of Abuse

There are many indicators that may suggest a child is being abused or neglected. Some of the following signs may be indicators of abuse or neglect, although it is important to note that this is not an exhaustive list and a child displaying one or more of these indicators may not be being abused or neglected:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or over-reliant on staff or parents, or they might have difficulty sleeping or start wetting the bed
- Children with clothes which are ill-fitting and/or dirty or children with poor hygiene
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason
- Children who don't want to change clothes in front of others or participate in physical activities
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- Children who talk about being left alone, with inappropriate carers or with strangers
- Children who reach development milestones, such as learning to speak or walk, late, with no medical reason
- Children who are regularly missing from school or education
- Children who are reluctant to go home
- Children with poor attendance and punctuality, or who are consistently late being picked up
- Parents who are dismissive and non-responsive to the practitioners' concerns
- Parents who collect their children when under the influence of alcohol or drugs
- Children who are concerned about younger siblings without explaining why
- Children who talk about running away
- Children who shy away from being touched or flinch at sudden movements

Early Help

Early concerns regarding children's development and wellbeing may be addressed by considering the Lancashire Continuum of Need (CON). All children are assessed at least annually against the Lancashire CON thresholds.

A DSL will lead on any early help assessment and will liaise with other staff and external agencies in the best interests of the child. Whilst any child may benefit from early help, it is important to be particularly vigilant towards children within one or more of the categories below:

- Is a non-communicative young child or baby
- Is disabled and/or has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is a young carer
- Is showing signs or being drawn into anti-social or criminal behaviour
- Is frequently missing/goes missing from care or home
- 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
- Is a privately fostered child

Early help procedures may include advice or support or signposting families to universal or additional services. Following this it may be appropriate to initiate a CAF (Common Assessment Framework form).

Reporting for Specific Safeguarding Issues

In addition to normal reporting procedures, some safeguarding issues require different or additional action.

If an incident of sexting (also known as youth produced sexual imagery) is reported or suspected, the school follows the following procedures:

- Incident referred to a DSL as soon as possible who will discuss the concern with any relevant staff members.
- Parents will be informed unless there is a good reason to believe that doing so would put the child at risk of harm.
- Discussions will be held with the child(ren) involved and their parent(s) to resolve the situation.
- If at any point it is thought that a child has been harmed or is at risk of harm a referral will be made to Children's Social Care through the usual process.
- If at any point it is thought that an illegal act has occurred the Police will be informed immediately.

- Under no circumstance should the image(s)/video(s) be viewed by staff or other children, copies of the image(s)/video(s) be taken for evidence or the image(s)/video(s) shared with anyone.

If sexual harassment or sexual violence is reported or suspected, the school follows the following procedures:

- Incident referred to a DSL as soon as possible who will discuss the concern with any relevant staff members.
- Parents will be informed unless there is a good reason to believe that doing so would put the child at risk of harm.
- Discussions will be held with the child(ren) involved and their parent(s) and normal safeguarding and referral procedures will apply.
- If at any point it is thought that a child has been harmed or is at risk of harm a referral will be made to Children's Social Care through the usual process.
- If at any point it is thought that an illegal act has occurred the Police will be informed immediately.

Allegations of peer on peer abuse are recorded on the serious incident log which is monitored by the Headteacher.

In the case of peer on peer abuse, both the perpetrator and victim will be supported by providing them with staff to talk to, referring to counselling or other services if appropriate and meeting with parents if required. Each case will be considered on an individual basis to ensure the children involved receive the most suitable support for them. Both perpetrator(s) and victim(s) would be considered as a safeguarding concern and we would follow procedures accordingly as set out in this policy.

In the case of children suspected of being at risk of radicalisation, the member of staff and DSL must consider the most appropriate form of action, which may be Children's Social Care or Channel (by ringing the non-emergency Police number 101) for example.

If a girl informs a member of staff that an act of Female Genital Mutilation (FGM) has been carried out on them, or if a member of staff observes physical signs that suggests an act of FGM has been carried out, there is a specific legal duty for anyone carrying out teaching activity, whether a qualified teacher or not, to personally report the act to the Police. This includes nursery practitioners, teachers and teaching assistants. As a company we follow all mandatory procedures as set out in [Home Office - Mandatory Reporting of Female Genital Mutilation - procedural information](#).

In the case of children missing from education, we follow procedures as set out in our Attendance Policy and Recording Procedures and Children Missing Education Policy which have been written in accordance with government guidance [Children Missing in Education September 2016](#). This includes contacting parents by 9:30am on the first day of absence if there has been no contact from them and reporting to the local authority if a child has been absent without leave for more than 10 days.

Sharing Information to Destination Settings

When a child with a child protection file leaves Ashbridge, arrangements are made with their new setting/school to transfer the file and any relevant documents. In addition to this, the DSLs will consider if there is any other relevant information which could be shared with the child's new setting/school in advance to them leaving Ashbridge. A document is signed by both parties to confirm the information has been passed over.

ALLEGATIONS AGAINST STAFF

Procedures

If a member of staff has reason to believe another member of staff or volunteer has:

- behaved in a way that has harmed a child or may have harmed a child,
- has possibly committed a criminal offence against or related to a child,
- has behaved in a way towards a child or children that would suggest that her or she may pose a risk to children or,
- if their conduct towards a child has any other cause for concern

they should refer to the Headteacher immediately, or in their absence, Company Director Sarah Carr.

The Headteacher, acting as case manager, will discuss the allegation with the DSLs at this stage and consider a range of factors including the provision of information and the severity of the concern. The Headteacher and DSLs will always act in line with local and national procedures. If it is felt a crime has been committed, the Headteacher will immediately inform the police and the LADO.

- The LADO will be informed of any allegation within one day of the allegation being made. Parental consent for any children related to the allegation is not required when reporting to the LADO.
- OFSTED must be informed as soon as is practicable and within 14 days of any allegations against anyone working or living on the premises, or of any abuse alleged to have taken place on the premises.
- If it is felt an employee needs to be suspended the decision will be guided by advice from the LADO.
 - Suspension is not in itself a disciplinary procedure and is done without prejudice.
- If the services of an employee, contractor, volunteer or any other relevant person working are no longer used, either through dismissal, resignation or any other reason, and the DBS criteria has been met, the company will report the person to the DBS immediately. The DBS criteria is that they have caused harm or posed a risk of harm to a child as detailed in Keeping Children Safe in Education 2018.
- Where a teacher has been dismissed, or would have been dismissed had they not resigned the company will consider making a referral to the Teaching Regulation Agency (TRA) in line with their guidance Teacher misconduct: the prohibition of teachers (April 2018).
- In all cases of allegations against staff the Headteacher and DSL will keep an accurate written record in line with local procedures.

- This record will be used to provide clarification in the case of future DBS check investigations and will be kept until the accused reaches retirement age, or for 10 years if that is longer
- Allegations made against teachers who are no longer teaching will be referred directly to the Police.
- If an accused person resigns, or no longer offers their services as a volunteer, the allegation will still be investigated in line with procedures.
- Any allegations against staff which have been found to be malicious will be removed from personnel records.

If there is a concern relating to the Headteacher, Director Sarah Carr and the LADO should be informed immediately. The Headteacher must not be informed of the allegation prior to contact with the company director and LADO.

Timescales for Dealing with Allegations

The Headteacher will deal with the allegations quickly and within the timescales detailed below, seek to minimise stress, provide advice and give support to the member of staff concerned.

When dealing with allegations against staff there are a number of target timescales that we will attempt to adhere to, as set out in Keeping Children Safe in Education 2018.

- 80% of cases should be resolved within 1 month if possible, with 90% of cases being resolved within three months. Only truly exceptional cases should take 12 months or more to conclude.
- Where it is clear immediately that the allegation is unsubstantiated or malicious, the case will usually be resolved within one week.
- If an allegation does not require formal disciplinary action then appropriate action should be instigated within 3 working days. Where a hearing is required but no further investigation is needed, the hearing should take place within 15 working days.

SAFER RECRUITMENT AND FURTHER TRAINING

Recruitment Procedures

Our Safer Recruitment Policy details our procedures for ensuring staff are suitable to work for us and with children. Main parts of the policy include:

- Staff not starting work until at least two references have been received, a DBS check processed and, where appropriate, a suitability check carried out.
- Staff in regulated activity not starting work until a barred list check has been carried out and, in the case of teaching staff, a teacher prohibition check being carried out.
- In the case of a DBS for a member of staff in regulated activity not arriving before a member of staff starting work, a risk assessment being put in place.
 - We will only allow a member of staff to start work without a DBS if the children would be adversely affected by the member of staff not starting work.
 - If we have not received the DBS certificate but have had confirmation from the umbrella body that the DBS is clear the member of staff may start with appropriate risk assessments in place

- All other checks listed on the Single Central Register being carried out.

Regulated activity is defined as:

- Regular work in school and/or nursery with opportunity for contact with children.
- Unsupervised activities; teach, train, instruct, care for or supervise children, or provide advice/guidance on wellbeing, if done regularly.
- Relevant personal care, eg washing or dressing, or health care by or supervised by a professional. This applies to any child, even if only done once.
 - Personal care includes helping a child with eating and drinking for reasons of illness or disability, or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.
 - Health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Regular, for the purpose of regulated activity, is defined as once a week or more often, on 4 or more days in a 30 day period or overnight (2am – 6am).

Induction Procedures

Comprehensive induction procedures ensure all staff and volunteers have a secure understanding of safeguarding and child protection procedures, how to listen to children and be aware of changing behaviour, arrangements for whistle blowing and how to refer on to external agencies when required.

Thorough induction procedures and training relating to safeguarding for all staff including DSLs include, but is not limited to receiving, reading and understanding:

- the company Safeguarding policy
- Safeguarding and Prevent prompt cards
- Keeping Children Safe in Education Part 1 and Annex A (September 2018)
- What To Do If You're Worried a Child is Being Abused (March 2015)
- Whistleblowing policy
- Technology and Online Safety policy
- Behaviour Strategy
- Children Missing from Education Policy
- Acceptable Use policy
- Employee Code of Conduct

These policies are further explained through the induction process and formal induction meetings.

Ongoing training

All staff read and sign to say they understand Part 1 and Annex A of Keeping Children Safe in Education September 2018. All staff, including volunteers and freelance staff receive training or information about safeguarding on appointment and at least annually thereafter.

Training for staff includes Prevent Awareness to reduce the risk of radicalisation and extremism, online safety training and level 1 safeguarding training which includes training on Female Genital Mutilation (FGM). Training relating to child on child sexual violence and sexual harrasment is also

included. Level 1 safeguarding training is updated at least every three years. DSLs undergo additional training as detailed further in this policy.

Safeguarding is an item on all management, team leader and site meeting agendas. It is covered in supervisions within the EYFS and regular updates are also issued by memo, in staff newsletters or in meetings.

DSL Training

The DSLs are trained at Level 3 (inter-agency working) and training takes place at least every two years. In addition to standard DSL training, all DSLs have also undertaken WRAP and multi-agency training. The safeguarding training log for all DSLs and for the company is available on request.

MANAGEMENT OF SAFEGUARDING

The Proprietorial Body, Company Directors, Headteacher and Senior Management Team work together to develop and maintain a culture of safety. The team manage and review safeguarding procedures to ensure that we comply with all our duties under legislation, ensure staff are competent to carry out their duties relating to safeguarding and promote the welfare of children, create a supportive environment for staff and ensuring practitioners have regular supervision meetings and/or appraisals.

DSLs and their role

The main responsibilities of the DSLs are to:

- Advise on the most appropriate course of action, taking prompt action to make contact with Children's Social Care when required and the Police if the issue is a criminal matter
- Liaise with other agencies and professionals eg LCSB (to transition to safeguarding partners by September 2019), LADO and to operate in line with locally agreed inter-agency procedures.
- Collate and maintain confidential records
- Raise awareness of safeguarding across the school and EYFS, including in online safety
- Ensure staff are kept aware of child protection procedures
- Keep up to date with regulations and national guidance

More specific detail can be found in the DSL job description in appendix 3.

The Lead DSL keeps a record of all staff and volunteer safeguarding training and updates, including annual updates and those in response to changing national guidance.

Annual Review

An annual safeguarding action plan is completed as part of the whole company development plan and this policy and all associated policies, procedures and practices are reviewed annually by the Senior Management Team.

Company Director Sarah Carr has overall responsibility for overseeing safeguarding. An annual review of safeguarding policies, procedures, practice, action plans and record keeping is undertaken by the director in the Autumn term. As part of this review the following are considered:

- DSL job descriptions and responsibilities, including coverage of the DSL role out of normal working hours.
- Staff and volunteer induction and ongoing safeguarding training, including that of DSLs.
- Records relating to company safeguarding procedures.
- Steps being taken to 'listen' to pupils and how they can make their views known.
- Number of referrals to children's service in respect of the promotion of welfare and any identified themes emerging for future action.
- Any specific themes or issues emerging in the school such as FGM, online safety, radicalisation and any action taken as a result.
- The single central register, including arrangements for temporary staff and volunteers.
- How children are being taught about safeguarding as part of a broad and balanced curriculum.
- How any 'looked after children' have their individual needs assessed and the effectiveness of joint working with the relevant authorities.

A written record is produced and notes, findings and actions recorded. A written summary of this annual review is shared with the DSLs who implement any actions. The written summary is then shared with all employees and volunteers.

Staff Concerns about Safeguarding Practice

If a member of staff, student, freelance teacher or volunteer has concerns about safeguarding practice at Ashbridge being poor or unsafe, or if they feel there are potential failures in the company's safeguarding procedures they should raise their concerns with a member of the Senior Management Team, who will always take their concerns seriously. The company Whistleblowing policy may be used for guidance.

OTHER RESPONSIBILITIES RELATING TO SAFEGUARDING

Information sharing

Information sharing between practitioners, external agencies and relevant professionals is vital in identifying and tackling all forms of abuse and neglect. When necessary, information is shared as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children.

Although staff must adhere to the regulations set out through our Privacy Notice, GDPR and the Data Protection Act 2018 regarding sharing of personal information, it is important to note that information can always be shared if it relates to promoting the welfare and protecting the safety of children. If requesting consent for sharing such information would not be possible or reasonably expected to gain consent, or if doing so would place a child at risk, this information can be shared without consent.

Any records of allegations of abuse will be kept for duration of the independent enquiry into Child Sexual Abuse and at least until the accused has reached normal retirement age or 10 years after the allegation, whichever is longer.

Procedures relating to sharing information when a child moves on from Ashbridge Independent School and Nursery to a different setting is detailed in the section entitled 'Concerns About a Child'.

Online Safety and the Use of Mobile Technology including Camera Use

The Technology and Online Safety policy details how we work to keep children and safe online. This includes a focus on online safety in the curriculum, holding workshops and providing information to parents and acting on any safeguarding concerns relating to online safety.

Technology used by children in school has suitable restrictions and safeguards set up to protect children when working online.

Mobile phones are not permitted to be used on site except in mobile phone zones or for taking photos for personal use at parent events once approved by the SMT. Staff are not permitted to have their personal mobile devices about their person in classrooms or around children, unless in the forest or on a school trip and in these purposes only to be used for emergency communications, and all photographs must be taken using company cameras or devices which must not be taken home by any member of staff and are held securely overnight. Staff receive training and guidance relating to the safe use of mobile technology and sign an Acceptable Use Policy which sets guidelines and expectations of their conduct when using technology.

Looked After Children

Due to children who are looked after being more likely to require support, there is a separate policy relating to looked after children. This policy includes details on how looked after children and their carers and families can be supported.

Vulnerable Groups

It is important that everyone working with children, whether paid staff, student or volunteer, recognise that safeguarding is everybody's responsibility and that any child, irrespective of their background, culture, gender, disability, religion, family make up, or any other consideration, could be a safeguarding concern.

However, we recognise that there are some groups who may be more vulnerable to safeguarding issues. This includes but is not exclusively:

- Children and babies who are non-communicative
- Children with disabilities or specific additional needs
- Children with special educational needs
- Young carers
- Children in a challenging family circumstance, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Children who frequently go missing from care or home
- Children in care or who have recently returned home to their family from care

We recognise our nursery near Preston City Centre; Ashbridge-on-Ribble, has a more multi-cultural make up, with many children from minority communities and some families that have English as an additional language. The make up of this local community increases our awareness of language or cultural barriers that may exist when discussing safeguarding issues with families across all our

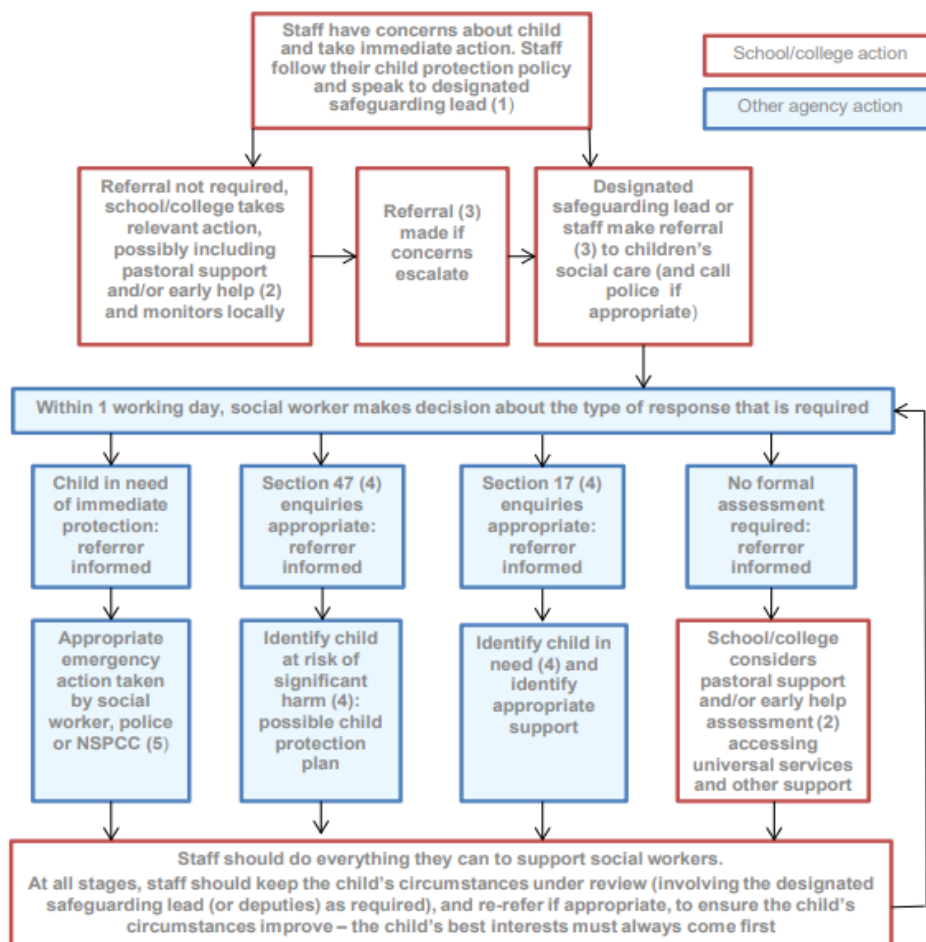
settings. We ensure that some of the staff team at Ashbridge-on-Ribble can speak the home language of some of the children with English as an additional language and that where possible we recruit some practitioners to promote the links between nursery and home at all settings.

One to one Teaching

In some cases, such as individual music lessons or tutoring, one to one teaching may take place. In these situations, staff are always in an area that is regularly access by other staff and children and wherever possible can be seen from another room. Staff who do engage in one-to-one teaching are advised on safe practices to follow, including avoiding physical contact wherever possible and positioning themselves in a position where they can be seen by others.

APPENDIX 1 – Referral Flowchart (taken from KCSIE September 2018)

Actions where there are concerns about a child



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

APPENDIX 2 – General Advice for Staff

Key points for all staff to remember

- Be vigilant
- Listen to children
- Observe changes in behaviours, attitude or home situation
- Complete internal recording procedures such as Observation and Notified on Arrival forms accurately and in a timely manner
- Respond to specific concerns at an early stage
- Report concerns to the appropriate designated professionals
- Do not conduct investigations but refer on to the appropriate bodies
- Be prepared to whistle blow where there are concerns about colleagues or volunteers
- Recognise the potential for child on child abuse
- Understand the potential for grooming through the internet and gaming
- Follow procedures for reporting children missing from education

Advice for listening to children

A child making a disclosure is likely to be a difficult time for both you and the child. It is important to remember that the child has chosen you to speak to and it is essential that you let them speak, whenever or wherever you are. Below are some pointers:

DO:

- Listen to the child.
- Take notes on what they say. Include dates and time and as much word-for-word information as you can but don't ask them to stop and repeat things unless absolutely necessary.
- Provide comfort to the child and tell them it is not their fault.
- Listen quietly, carefully and patiently – even if it takes a long time.
- Get another member of staff to remove other children from the area if you can do so without disturbing the child's disclosure.
- Tell the child that you may have to tell other people what they have said.
- Refer to the DSL immediately.

DON'T:

- Promise to keep a secret.
- Act with shock or dismay – this may stop the child from saying any more.
- Ask leading questions or put words into the child's mouth.
- Try to solve the problem yourself.
- Destroy your notes if you then write the disclosure up more neatly.
- Discuss the case with anyone other than the DSL or relevant external agencies.

Remember that the DSLs and DSPs are there to offer support to you as well as the child. If you are feeling upset or affected in any way after a child has made a disclosure to you, speak to the DSL or DSP who can offer you guidance and refer you to further support if necessary.

APPENDIX 3 – DSL Job Description

Ashbridge School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Summary of the role: Designated Senior Lead (DSL)

- To take lead responsibility for all safeguarding and child protection matters, including online safety arising at the School or Nursery and to support all other staff in dealing with any child protection concerns that arise;
- To be given the time, funding, training, resources, status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children;
- Promoting and safeguarding the welfare of the children for whom you are responsible and with whom you come into contact;
- To be available for staff to discuss any safeguarding concerns
- to act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies. Raising awareness of safeguarding issues;
- ensure the School's child protection policy and the implementation of it, is reviewed at least annually, is up to date and liaise with the directors as part of their review about this;
- ensure the child protection policy is available publicly via the website;
- ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this (see Welcome Pack and enrolment form)
- maintain links with the Lancashire Local Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding ; and
- where children leave the Nursery or School ensure their child protection file is transferred to the new school/setting in line with local procedures as soon as possible. This should be transferred separately from the main pupil file.

Main duties and responsibilities:

- Managing referrals
- To take lead responsibility for:
 - referring all cases of suspected abuse of any pupil at the School and Nursery to children's social care;
 - supporting staff who make referrals to local authority children's social care;
 - referring to the Local Authority Designated Officer (LADO) team all child protection concerns which involve a member of staff;
 - as required, liaise with the case manager and the designated officer at the local authority for child protection concerns (all cases which concern a staff member);

- taking part in strategy discussions and inter-agency meetings and/or to supporting other staff to do so and to contribute to the assessment of children;
- referring cases to the Channel programme (and supporting staff who make referrals) where there is a radicalisation concern;
- making referrals to the Disclosure and Barring Service where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child;
- making referrals to the police where a crime may have been committed which involves a child.
- ensuring that reasonable steps are taken to effect secure transit and for obtaining confirmation of receipt from the new school/setting.

Preventing radicalisation In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance:

Protecting vulnerable people from being drawn into terrorism (2015) the DSL has the following responsibilities:

- acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty;
- co-ordinating Prevent Duty procedures in the School;
- undergoing appropriate training on the Prevent Duty such as the Home Office 'Workshop to Raise Awareness of Prevent' (WRAP) training;
- undergoing appropriate training on the Channel programme;
- assessing the training needs of all School staff in relation to the Prevent Duty and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers;
- maintaining an ongoing training programme on the Prevent Duty for all staff including induction training for all new employees and keeping records of staff training;
- monitoring the keeping, confidentiality and storage of records in relation to the Prevent Duty;
- liaising with local Prevent co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstance relating to the Prevent Duty.

Line management duties and responsibilities

- the Designated Safeguarding Lead will have line management responsibility for the other DSLs and other relevantly trained members of the Nursery Management Team.
- The DSLs should receive appropriate child protection training every two years (and refresh their knowledge and skills through network meetings, email updates and documents on an ongoing basis) in order to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the School and Nursery's child protection policy and procedures, especially new and part time staff, freelance teachers and volunteers
- be alert to the specific needs of children in need, those with special educational needs and young carers
- be able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regard to the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.