



GATEHOUSE SCHOOL

SAFEGUARDING POLICY

STATEMENT OF INTENT

This policy is addressed to all staff (including governors and contractors), volunteer workers and also the pupils of Gatehouse School.

The safety and welfare of all our pupils at Gatehouse School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to child protection the school will follow the procedures laid down by our Local Safeguarding Children Board (LSCB) which is the:

“Tower Hamlets Local Safeguarding Children Board”

together with DfE statutory guidance contained in

“Working Together to Safeguard Children 2018:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

and “Keeping Children Safe in Education 2018”:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

and HM Government’s

“Prevent Duty Guidance: for England and Wales” (in particular sections 57-76):

<https://www.gov.uk/government/publications/prevent-duty-guidance>

with further advice regarding this document, published by the DfE:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

This policy is applicable to the whole school community, including those pupils in the Early Years Foundation Stage (EYFS) which incorporates our Nursery and Reception classes.

All members of staff, governors, contractors and volunteers have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. Everyone should be aware that safeguarding incidents can happen at any time and anywhere and we are all required to be alert to any possible concerns.

Gatehouse School is committed to full cooperation with interagency working in accordance with locally agreed interagency procedures.

DESIGNATED SAFEGUARDING LEAD

Mrs Fiona Tighe is our “Designated Safeguarding Lead” (DSL) (the position formerly known as the Child Protection Officer). She has been fully trained for the demands of this role in safeguarding children and inter-agency working. She is a member of the Senior Leadership Team at our school. Miss Aileen Reidy, who is the school's Head of EYFS, is the DSL's deputy. Both the DSL and her deputy regularly attend courses with child support agencies to ensure that they remain conversant with best practice. They undergo refresher training every two years and they both have a job description for their safeguarding roles and key activities. Their job descriptions reflect the requirements set out in of KCSIE and can be found in Appendix B of this policy. Their training also meets the requirements of KCSIE.

Miss Reidy also has specific responsibility for safeguarding within the EYFS department.

The DSL maintains close links with the LSCB and reports at least once a year to the governors on safeguarding matters.

The school's records relating to the safeguarding of children are kept securely in the Head's office, and are separated from routine pupil records. Access is restricted to the DSL and the Head.

WHAT IS CHILD ABUSE?

It is important to understand the difference between: "Children in Need" and "Children at Risk"

CHILDREN IN NEED

Under Section 17 (10) of the Children Act 1989, a child is a Child in Need if:

- a) He/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority;
- b) His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
- c) He/she is a Disabled Child.

These legislative definitions may be summarised into the following categories of children in need:

1. **Significant Harm:** children who have suffered significant harm.
2. **Disabled Children:** children with physical disabilities, sensory disabilities, learning disabilities or emotional and behavioural disabilities.
3. **Parental Illness/Disability:** alcohol or drug misusing parents; acutely ill parents (short term); chronically disabled parents; chronically mentally ill parents; children assuming responsibility for chronically ill family members.
4. **Family in Acute Stress:** homeless family; unsupported single parent; death of carer.
5. **Family Dysfunction:** domestic violence; inconsistent parenting; family breakdown.
6. **Socially Unacceptable Behaviour:** disorderly behaviour; offending; truancy; unsafe sexual behaviour.
7. **Low Income:** asylum seeking families; non habitually resident status; independent young people.
8. **Absent Parenting:** parents died; unaccompanied child asylum seekers; children privately fostered.
9. **Other:** step-parent adoptions; inter country adoptions; court reports, subject access to files; historical allegations/complaints;

In cases where it is suspected that the needs of the child are not being met then a referral to the Tower Hamlets Social Services Department will be made by the Designated Safeguarding Lead.

CHILDREN AT RISK

Children who suffer abuse or neglect which may fall within the following categories:

1. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
2. **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.
3. **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.
4. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
5. **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.

In cases where it is suspected that a child is "at risk" a referral to the Tower Hamlets Local Safeguarding Children Board will be made by the Designated Safeguarding Lead.

FURTHER INFORMATION

The NSPCC's child protection website:

"Signs, symptoms and effects of of child abuse and neglect"

<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>

can also be referred to for and consulted by those persons working with children as a means of raising their awareness of and helping them to identify the signs of child abuse.

PEER ON PEER ABUSE

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The DSL should be made aware immediately if it is suspected that any instance of Peer on Peer abuse may have occurred. Any instances will be investigated, recorded and dealt with by the DSL in the same way as all other Safeguarding concerns. The DSL will consult, where appropriate, with the SENCO and the Head will be kept informed at all times. Support will be provided to both the victim and the perpetrator, and any other child who may have been affected. The DSL may enlist the help of the School’s Counsellor to provide ongoing support when considered helpful.

Training will be provided to all staff, by or organised by, the DSL in how to manage and report any concerns about child on child sexual violence and sexual harassment.

FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Staff should be alert to the warning signs that a child may be at risk of or have already suffered FGM. There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

and Section D.2.11 of those Guidelines (pages 59-61) focuses on the role of schools.

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police.

CHILDREN MISSING FROM EDUCATION

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. All staff should be aware of these possible concerns and discuss any unusual absences with the DSL.

The DSL will inform the LSCB if any pupil fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

The Local Authority will also be notified by the school if any pupil is to be deleted from admissions register for any of the following reasons:

- the child has been taken out of school by their parents and is being educated outside the school system e.g. home education;
- the child has ceased to attend school and no longer lives within reasonable distance of the school;
- the child has been certified by a medical practitioner as unlikely to be in a fit state of health to attend school for an extended period of time;
- the child has been permanently excluded.

This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that the school complies with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

PREVENTING RADICALISATION

Gatehouse School is committed to protecting children from the risk of radicalisation. The procedures outlined in this policy will apply to any concerns a member of staff may have in respect of a change in a child's behaviour which could indicate that he or she may be in need of protection.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Extremism is vocal or active opposition to fundamental British values, including democracy,

the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

The School has regard to the statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015 (“the Prevent guidance”) and will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The school will work in partnership with the LSCB and will incorporate appropriate awareness information, in respect or protecting children from radicalisation, into general Safeguarding training provided to all staff. Suitable filtering will be maintained on the school’s internet connection to ensure that terrorist and extremist material cannot be accessed.

Where there is a concern that a child might be vulnerable to radicalisation a referral will be made to the “Channel Programme” by initially contacting the LSCB. “Channel” is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Gatehouse School actively promotes British Values, respect for democracy and the rule of law through its Social Moral Cultural & Spiritual Policy (SMCS), a broad and balanced curriculum and PSHE lessons where sensitive or controversial issues can be explored. The school has an ethos of diversity and actively promotes the need for mutual respect and understanding. A copy of the SMCS Policy is available to all staff by download from the computer server “teachers area” and also on request from the Bursar in either hard copy or by email.

VISITING SPEAKERS

The School will only allow visiting speakers to attend the school following a risk assessment to determine an individual’s suitability to deliver appropriate content. A standard Risk Assessment form has been provided for this purpose and must be completed before any speaker is invited into the School. Copies of the Risk Assessment Form can be downloaded from the “teachers area” on the computer server or are available from the Bursar.

TRANSPARENCY

Gatehouse School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

SAFER EMPLOYMENT PRACTICES

Gatehouse School follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. In addition to carrying out safe recruitment procedures as set out in the DfE's guidance 'Keeping Children Safe in Education', members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work. All governors, volunteers, contractors working regularly during term-time are also subject to the relevant statutory checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site. All staff are required to read part one of “Keeping Children Safe in Education”.

Please refer to the school's Recruitment Policy for further details. A copy of this is available on the school's website at:

<http://www.gatehouseschool.co.uk/about-us/school-policies/>

The school has an Induction Policy which provides for the training and monitoring of new staff to ensure their awareness of safeguarding procedures and their own suitability to work with children. A copy of this policy is available on request from the Head or Bursar.

All new staff, including temporary workers and volunteers working in regulated activity are introduced to the DSL and issued with:

- a copy of KCSIE part one
- a copy of this Safeguarding Policy
- a copy of the Staff Code of Conduct

They are required to sign a declaration stating:

"I have been issued with copies of the School's Safeguarding Policy, Staff Code of Conduct and the DfE document "Keeping Children Safe in Education" which I agree to read, comply with and promote."

All staff receive ongoing and refresher training in safeguarding procedures at least once every year.

RESPONSIBILITIES OF THE GOVERNING BODY

The governing body carries out an annual review of the school's Safeguarding Policy and procedures. The Head liaises with the Chairman of Governors on a regular basis regarding day to day matters. The governing body is responsible for:

- reviewing the procedures for safeguarding and the efficiency with which the responsibilities have been discharged;
- ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay;
- approving amendments to safeguarding arrangements in the light of changing regulations or recommended best practice.
- ensure that all staff in the School have read at least Part-1 of the current edition of "Keeping Children Safe in Education"
- ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out on Part-1 of "Keeping Children Safe in Education"

Members of the governing body have all been issued with, and are required to read, Keeping Children Safe in Education. They are aware of their specific obligations as stated in Part 2 of this document. The Chair of Governors acts as the Safeguarding lead at board level and will liaise as necessary with the LSCB on safeguarding matters.

DEALING WITH ALLEGATIONS OR CONCERNS ABOUT A CHILD

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

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in school is required to report instances of actual or suspected child abuse or neglect to the DSL. This includes alleged abuse by one or more pupils against another pupil. Where the allegation(s) concern the DSL the staff member should report the matter to the Head, or should the allegations relate to the Head, report to the Chairman of Governors and/or direct to the LSCB.

The DSL will report safeguarding concerns to the Head. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to LSCB will be made within 24 hours of the safeguarding issue being raised. For children in need of additional support from one or more agencies, the school will report the matter to the Tower Hamlets Social Services Department.

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

Notwithstanding that the usual procedure would be to report any concerns to the DSL (or in certain circumstances the Head or Chair of Governors) any member of staff or volunteer may, at their discretion, report their concerns directly to the LSCB being mindful that a report must be made within 24 hours of becoming aware of a concern or allegation.

Children in the school should also be made aware how to report any allegations or concerns they may have and their attention should be drawn to this policy. Specific emphasis is placed upon promoting the awareness of "e-safely". How pupils are made aware of these matters is covered in the school's Spiritual, Moral, Social and Cultural (SMSC) Policy a copy of which is available to download from the school's website:

<http://www.gatehouseschool.co.uk/about-us/school-policies/>

CONTACT INFORMATION

SCHOOL CONTACTS

To contact Mrs Fiona Tighe, the **DSL**, wherever possible please try to speak to her in person. Her classroom is situated on the second floor (room 402). She can be also contacted by email: fiona.tighe@gatehouseschool.co.uk or by telephone via the school office on 020 8980 2978

To contact Miss Aileen Reidy the **Deputy DSL** and person responsible for safeguarding within the EYFS she can usually be found in the Nursery classroom. She can be also contacted by email: aileen.reidy@gatehouseschool.co.uk or by telephone via the school office on 020 8980 2978

To contact the **Headmistress**, her office is situated on the ground floor. She can be also contacted by email: head@gatehouseschool.co.uk or by telephone via the school office on 020 8980 2978

To contact Mr Ian Duncan, the **Chair of Governors**, speak to the Bursar who can arrange for the Chair to telephone you. Alternatively he can be contacted by email: chair@gatehouseschool.co.uk

EXTERNAL AGENCY CONTACTS

The **London Borough of Tower Hamlets** Local Safeguarding Children Board
http://www.towerhamlets.gov.uk/lqn/health_social_care/children_and_family_care/child_protection.aspx

The Tower Hamlets Partnership “Child Protection Advice Line” leaflet can be downloaded at:
<http://www.towerhamlets.gov.uk/Documents/Education-and-skills/Education-welfare/Attendance-and-Truancy/Child-Protection-Advice-Line-Information-June-2009.pdf>

Social Services Duty Advice Line – 020 7364 5006

Child Protection Advice Line / Duty Officer / LADO – 020 7364 3444

Out of Hours Emergency Duty Team – 020 7364 4079

Tower Hamlets Prevent Team – 020 7364 4691

Police Child Abuse Investigation Team (CAIT) – 020 8217 6484

Police Emergency (or if the CAIT is unavailable) - 999

Pupils are also encouraged to contact **CHILDLINE** if they have any concerns. The telephone number is displayed in the school. Childline can be contacted:

by telephone: 0800 1111 (free from all phones)

by online chat: <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>

by email: <http://www.childline.org.uk/Talk/Pages/Email.aspx>

OTHER CONTACTS

OFSTED Safeguarding Children
08456 404046 (Monday to Friday from 8am to 6pm)
whistleblowing@ofsted.gov.uk

Disclosure and Barring Service (DBS)
PO Box 181, Darlington, DL1 9FA
Tel: 01325 953795

Teacher Regulation Agency (TRA)
Tel: 0345 609 0009

PROCEDURES FOR DEALING WITH ALLEGATIONS

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

Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in part four of KCSIE.

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

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

The member of staff should make and submit an accurate written record and inform the Head and the DSL immediately so that appropriate agencies can be informed within 24 hours and the matter resolved without delay. The DSL will contact the Local Authority Designated Officer (LADO) for advice or direction and will inform Ofsted if appropriate. In relation to our nursery/EYFS setting, the school will inform Ofsted within 14 days of any allegations of serious harm or abuse by any person working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

Should the allegation of abuse concern the DSL the member of staff should inform the Head and the deputy to the DSL who will act in the place of the DSL. Should the allegation be against the Head the DSL will immediately inform the Chairman of Governors without the head being informed first.

The Head/DSL will refer all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the Local Authority Designated Officer (LADO) within 24 hours.

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

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

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

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff the matter will be dealt with in accordance with the school's Disciplinary Procedure. In the case of a pupil the matter will be dealt with under the school's Behaviour Management Policy.

During the course of the investigation the school in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Any pupils who are involved will receive appropriate care. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will make a referral to the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The school will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

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

PARENTS

In general, we believe that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the Head who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO.

PROMOTING AWARENESS

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and support staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy.

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

All pupils know that there are adults to whom they can turn to if they are worried, including the school's Head of Pastoral Care and their form teachers. If the school has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions.

POSITION OF TRUST

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in

relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

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

STAFF BEHAVIOUR AND CODE OF CONDUCT

The school publishes a Staff Code of Conduct, a copy of which is issued to all new staff members, visiting music teachers, contractors and volunteers working in a regulated activity. A copy of the Code of Conduct is available to all staff by download from the computer server "teachers area" and also on request from the Bursar in either hard copy or by email.

ACTION IF A PUPIL IS MISSING

The school has a Missing Child Policy which will be followed should the need arise. A copy of the Missing Child Policy is available to all staff by download from the computer server "teachers area" and also on request from the Bursar in either hard copy or by email.

USE OF CAMERAS AND MOBILE PHONES

Photographs may be taken and digital images made only in accordance with the school's Digital Image Policy a copy of which may be downloaded from the school website:
<https://www.gatehouseschool.co.uk/about-us/policies/>

Photographs will only be taken by a designated staff member/s. Where photographs are taken by staff to give evidence of children's progress, photos can only be taken on school cameras. They must then be downloaded onto school computers, where they will be monitored. Photos cannot be used or passed on outside the school.

Neither staff nor children may use their own mobile phones to take photographs within our EYFS setting; nursery and up to Reception year in our school.

In the EYFS (Nursery and Reception classes) the use of mobile phones for any purpose, including the taking of photographs, is not allowed. Staff and volunteers working with EYFS children are required to ensure their mobile phones are powered off at all times whilst on the school premises (except in the staff room) or whilst engaged in off site school activities.

ONLINE SAFETY

The School will maintain appropriate filtering to protect children, in so far as is reasonably practical, from viewing harmful and inappropriate online material. This Sophos system is monitored by the School's IT Support Consultants, under the direction of the Bursar. Every member of staff should be aware of the content being viewed by children under their supervision and the IT Technician should be contacted immediately if, in the view of the member of staff, access to any particular website or page should be blocked. Staff should be aware that no filtering system is completely foolproof and supervision of pupils when using computer equipment is the safest means of protecting them.

Pupils are taught about online safeguarding through teaching and learning opportunities as part of providing a broad and balanced curriculum.

EQUAL TREATMENT

We are committed to equal treatment for all pupils regardless of sex, race, disability, religion or belief. We keep a record of racist incidents. A copy of the school's Equal opportunities policy may be downloaded from the school website:

<https://www.gatehouseschool.co.uk/about-us/policies/>

BULLYING

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable and the school keeps a record of any incidents. A copy of the school's Anti Bullying Policy may be downloaded from the school website:

<https://www.gatehouseschool.co.uk/about-us/policies/>

Please also be aware that some forms of bullying may be "Peer on Peer Abuse". See page 4 of this policy for more information.

COMPLAINTS

Copies of the school's complaints procedure can be sent to any parent on request. Any complaint arising from the implementation of this policy will be considered under the school's complaints procedure. A copy of the school's Complaints Policy may be downloaded from the school website:

<https://www.gatehouseschool.co.uk/about-us/policies/>

WHISTLEBLOWING

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Head and to the DSL (or to the Chairman of Governors where the concern relates to the Head). Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be

entitled to raise a concern directly with an external body where the circumstances justify it.

A copy of the School's Whistleblowing Policy is issued to every new member of staff, a paper copy is available in the staffroom and it can also be downloaded from the school website:

<https://www.gatehouseschool.co.uk/about-us/policies/>

MONITORING AND EVALUATION OF THIS POLICY

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

- Governing body visits to the school;
- Senior leadership team discussion sessions with children and staff
- Pupil questionnaires
- Frequent scrutiny of attendance data
- Regular analysis of a range of risk assessments
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school
- Reports to the governing body recorded in meeting minutes
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior leadership team and the governing body
- Regular review of parental concerns and parental questionnaires
- Regular review of clubs at lunchtime and after school

IMPLEMENTATION AND REVIEW

This policy is effective from 1st January 2015 (and updated in July 2015, February 2016, September 2016 and September 2018). It has been circulated to all members of the governing body who have approved its implementation. The policy will be subject to annual review.

APPENDIX A

GLOSSARY OF ACRONYMS USED IN THIS POLICY:

CAIT	Child Abuse Investigation Team (police)
DBS	Disclosure and Barring Service
DfE	Department for Education
DSL	Designated Safeguarding Lead
EYFS	Early Years Foundation Stage
FGM	Female Genital Mutilation
KCSIE	Keeping Children Safe in Education
LADO	Local Area Designated Officer
LSCB	Local Safeguarding Children Board
OFSTED	Office for Standards in Education
RE	Religious Education
SMSC	Social, Moral & Spiritual (policy)
TRA	Teacher Regulation Agency

APPENDIX B

JOB DESCRIPTION FOR THE SCHOOL'S DESIGNATED SAFEGUARDING LEAD AND DEPUTY DESIGNATED SAFEGUARDING LEAD:

The broad areas of responsibility for the Gatehouse School Designated Safeguarding Lead, and in her absence the Deputy Designated Safeguarding Lead, are:

Managing referrals:

- Refer all cases of suspected abuse or risk of radicalisation to the local authority children's social care **and**:
- The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Head to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- 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 relevant agencies

Training:

The Designated Safeguarding Lead and the Deputy DSL should undertake appropriate training carried out every two years 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's Safeguarding Policy and procedures, especially new and part time staff
- Assist staff to understand and discharge their role and responsibilities as set out in Part-1 of Keeping Children Safe in Education
- 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
- 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 or college may put in place to protect them

Raising Awareness:

- The Designated Safeguarding Lead should ensure the school's policies are known and used appropriately.
- Ensure the school's Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this.
- Ensure the Safeguarding 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 local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Policy Name	Safeguarding Policy for Whole School and EYFS	Last Review Date	December 2014 updated July 2015 updated September 2015 updated November 2015 updated February 2016 updated September 2016 updated September 2018
Status	Mandatory Complies with paragraph 3(2)(b) of the Schedule to Education (Independent School Standards) (England) Regulations 2003 and DCFS guidance	Governors Review	June 2019
		Next Review	June 2020

Circulation	Governors / all staff / volunteers / staffroom / School Website		
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