



BOUNDARY OAK SCHOOL FAREHAM

Safeguarding Policy and Procedures

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This policy is available on our website [here](#) and on request from the school office.



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1 Introduction

The Proprietor, Aaron Stewart (CEO QV Education), email available on request from school office, the Head, James Polansky (headmaster@boundaryoak.co.uk) and the staff of Boundary Oak School are committed to the physical, emotional and spiritual well-being of all in their care – day pupils and boarding pupils. Both children and adults need a safe and secure environment in which to live and work. The policy applies to **ALL** staff and volunteers and to contact, both within and outside normal school hours, whether onsite or offsite, and applies to the whole school including Early Years and children who are Boarding.

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairments of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe effective care; and taking action to enable all children to have the best outcomes. Children is defined by the Children's Act 1989 and includes everyone under the age of 18.

The School is committed to implementing good practice and the Safeguarding Policy is in accordance with inter-agency procedures, agreed with Hampshire County Council and written by staff with safeguarding experience. Section 10 of the Children's Act 2004 requires the local authority to make arrangements to promote co-operation between itself and its relevant partners and other organisations who are engaged in activities relating to children. Keeping children safe in education (2019) sets out the statutory guidance for schools and this should be read alongside [Working together to safeguard children \(2018\)](#), [Prevent Duty Guidance \(2015\)](#), and [What to do if you're worried a child is being abused \(2015\)](#)

The safeguarding partners are a team of key professionals from three sectors:

- the local authority
- the Clinical Commissioning Group for any area that falls under the local authority
- the Chief Officer of police for any area that falls under the local authority

Together, these safeguarding partners are in charge of implementing new safeguarding strategies to improve the provision of safeguarding and child protection arrangements in the local area. The school will use the threshold documents and protocols for assessment provided by these partners when dealing with any safeguarding cases.

Our safeguarding arrangements are underpinned by two key principles (taken from Working Together to Safeguard Children (2018)) :

- safeguarding is **everyone's** responsibility: for services to be effective each professional and organisation should play their full part. This wider safeguarding system for children is



described in the statutory guidance “Working together to safeguard children (2018)”. No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action; and

- a **child-centered** approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. If, at any point, there is a risk of immediate serious harm to a child a referral must be made to children’s social care immediately. The school will also work closely with the police, health services and other services to promote the welfare of children and protect them from harm. Anybody can make a referral and parental consent is not required for referrals to statutory agencies. If a referral is made, the DSL (Designated Safeguarding Lead) and Head should be informed. Staff may be required to support social workers and other agencies following any referral.

- 1.1** School staff should be prepared to identify children who may benefit from early help (as detailed in Chp 1 of “Working together to safeguard children”). Early help means providing support as soon as a problem emerges at any point in a child’s life. In the first instance staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment.

The School has trained designated persons to advise the Head and staff and to offer advice and information.

The Designated Safeguarding Lead (DSL) at Boundary Oak is:

Mrs. Caroline Phillips (CPhillips@boundaryoak.co.uk)
01329 280 955

At present our Deputy DSLs are:

Miss Emma Fownes (efownes@boundaryoak.co.uk)

Mrs Carol Plumpton (cplumpton@boundaryoak.co.uk)

- 1.2** The DSL (Mrs. Phillips) is a member of the senior management team and is responsible, where necessary, for maintaining clear communications with Children’s Social Care (contact details are given at the end of this document), Ofsted and DfE, on all matters relating to Safeguarding. Mrs. Phillips along with the Deputy DSL’s and the Headteacher have Level 3 training. The DSL and the deputies also receive inter-agency training provided by the Local



Authority at least annually. The school will provide Level 2 advanced training for other colleagues on an annual basis, with regular safeguarding updates intra-year. The Lead practitioner within the Early Years setting is Mrs. Caroline Phillips. Miss Fownes is Deputy Head and Mrs Plumpton is Head of Boarding and have the same level of training as the DSL in all areas.

The Head, DSL and deputy DSLs all have DSL training as well as the LSCPs approach to Prevent Duties, so they can provide support and advice to others. Supplementary training is all up dated annually.

We also have two trained mental health first aiders (MHFA): Miss Fownes and Mrs Plumpton (Head of Boarding)

- 1.3** The Headteacher will have specific responsibility for overseeing all Child Safeguarding matters, and their responsibilities will include liaising with the Local Authority over Child Protection issues. The Proprietor will have oversight of the Headteacher and any concerns relating to the proprietor should be referred directly to the LADO.
- 1.4** The proprietor and headteacher will undertake an annual review of the school's Safeguarding policies and procedures and of the efficiency with which they have been discharged. The proprietor and headteacher will receive training updates on an annual basis or sooner if there are significant changes to national safeguarding policies and requirements.
- 1.5** The Proprietor and headteacher will ensure that the school contributes to inter-agency working in line with 'Working Together' and [safeguarding-practitioners-information-sharing-advice](#) through effective implementation of the Safeguarding Policy and procedures and good co-operation with local agencies. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.
- 1.6** If there are any disagreements between the Head and the Proprietor over Safeguarding matters, the Proprietor has the final say. If there are any uncertainties, the default position must be to discuss the concern in confidence with the Social Care Team or the LADO. Where the Proprietor and the Head disagree on a way forward the LADO must be contacted for advice.
- 1.7** Safeguarding of children is the responsibility of every member of staff and volunteers. Although referrals are managed by the DSL it is the legally responsibility for a member of staff to report and issue to the LADO if they are unhappy with the school process and outcomes.
- 1.8** The School accepts responsibility for establishing procedures for responding to allegations of abuse and for providing guidelines for good practice, which will be updated when appropriate.
- 1.9** The School ensures that all staff that have substantial access to children are checked using procedures recommended by the Independent Schools Council and provided by the



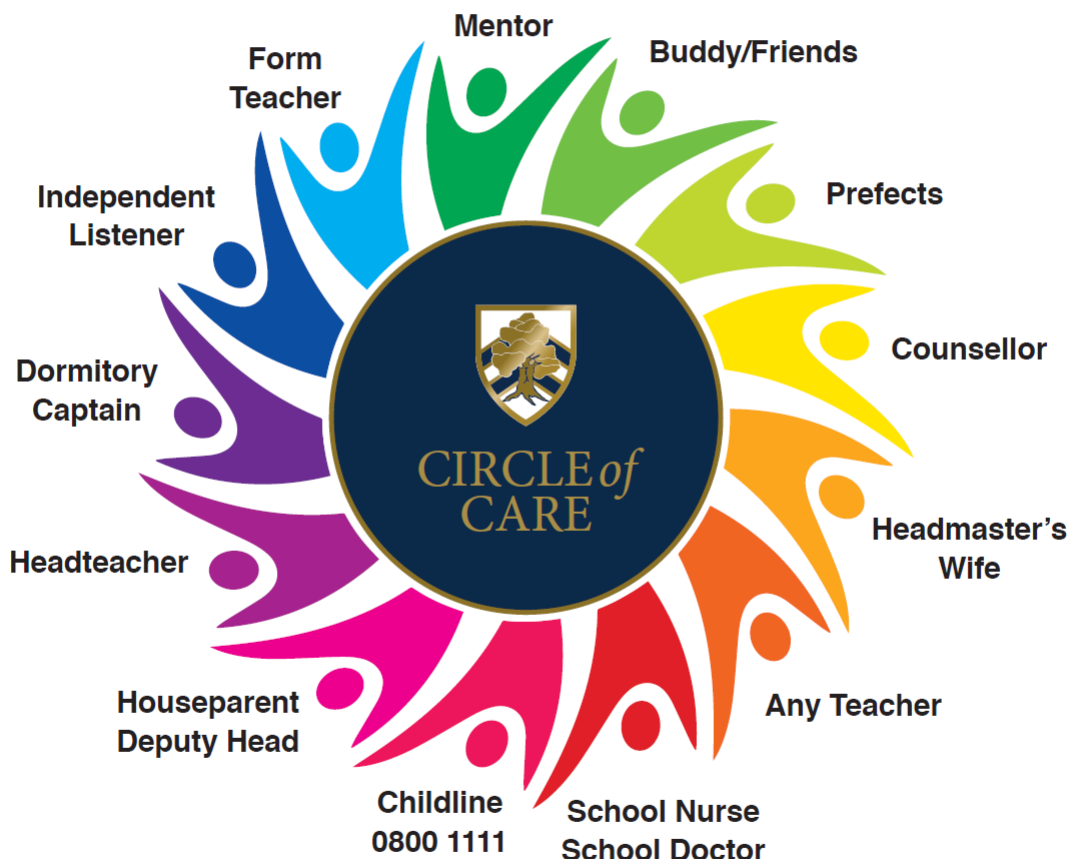
Disclosure and Barring Service (DBS) and safer workforce references as well as checking Disqualification by Association as detailed in our Recruitment Policy.

- 1.10** The Proprietor undertakes to monitor the use of the procedures and guidelines and identify and remedy deficiencies or weaknesses in Safeguarding and Safeguarding arrangements without delay. The School recognises the need for appropriate training and access to advice on Safeguarding for all staff and therefore all staff are required to attend Level 1 Safeguarding training. In addition to this training being regularly updated, staff will receive safeguarding and child protection updates throughout the year via email and/or in weekly staff meetings. The school is committed to training the DSL, Deputy DSLs, Head of Boarding and others with Group 2 Safeguarding training and in Safeguarding and inter-agency work every two years. All other staff will receive appropriate basic awareness training (CP Group 1) at least every three years, but will be provided annually and the DSL, DDSL and the School Head will receive Group 3 training every two years. Senior Members of staff will attend Group 2 training every 2 years. Induction for all new staff includes appropriate Safeguarding training. All staff will be invited to attend basic training and will be informed of the school's safeguarding arrangements. All staff (both teaching and ancillary) will be issued with the policy and any further updates, this will happen initially as part of the induction process. Level 1 Basic training is part of the induction process for temporary staff as well as volunteers. All staff, including volunteers, who take part in regulated activity have regular safeguarding and child protection training, including Prevent awareness and how to identify children and young people at risk of radicalisation and extremism. Induction training for new staff, temporary staff and volunteers also covers our behavior policy and the required safeguarding response to pupils missing from education.
- 1.11** Boundary Oak School is a LISTENING and TELLING school, through teaching and learning opportunities, as part of a broad and balanced curriculum, the school's PSHE programme, it's Relationships Education, Health Education and Sex Education, and during ICT lessons pupils will be made aware of the importance of their voice, safeguarding issues and the need for e-safety. Introduction or discussion of these areas will be age appropriate. The school follows government advice on teaching online safety, which can be found here : <https://www.gov.uk/government/publications/teaching-online-safety-in-schools> Pupils are introduced to the Circle of Care at the beginning of each term and are encouraged to use this Circle to make their views/issues/concerns known:



Our Circle of Care

At Boundary Oak we have a 'Circle of Care' for you in order to make sure you feel safe and listened to. There is ALWAYS somebody that you may seek in times of trouble, any trouble.



Everybody in the 'Circle of Care' has a vital role to play.
Make sure you speak to someone if you have a problem.

- 1.12** The School believes that the policy statement is necessary in the interests of the protection of both pupils and staff. The School has a protocol for such events.
- 1.13** All school staff are aware that when pupils are engaged in school supported activities outside the immediate school campus, there is a need to ensure that all possible precautions are taken to safeguard their welfare. This is particularly important where overnight accommodation is included within the activity and the children are not in the care of our staff. In such cases the school would request evidence of external provider's Safeguarding Policy including the checking of their staff using the DBS. In the event that the school is unhappy with any aspect of such external provision, the school would look to use an alternative external provider.



- 1.14** All children have a right to achieve their potential and to be protected from all forms of harm, including abuse and neglect. The school recognises that there are particular groups within it, who may be more susceptible to bullying or abuse, because of race, disability, gender, religion, sexual orientation, Special Education Needs and/or English as an Additional Language issues. Even where safeguarding is not considered to be an issue, the school will draw on assistance from external services to support the pupil who is experiencing bullying or abuse, or to tackle any underlying issue which has contributed to the act of bullying or abuse.
- 1.15** Children are further supported by including safeguarding across the curriculum, including through PSHE, RSE Education, in the Baccalaureate, assemblies (both whole school and year group), plays and productions and other opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help, including using our “Circle of Care” (see 1.11). In particular, this will include anti-bullying work and e-safety (for further details see our e-safety policy, anti-cyber bullying policy and e-safety rules that pupils are required to sign which are located here: [M:\\\$Policies & Admin\QV POLICIES\E-Safety Policies](#)).
- 1.16** Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

2 Concerns about a Child

- If staff members have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take in order to provide the best early help for the child as possible.
- 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 (2018) provides detailed guidance on the early help process.
- Where possible, there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to children’s social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Hampshire Safeguarding Children Partnership.
- The school recognises the differences between children facing harm and those who are in need of additional support from one or more agencies. The former should be referred to Children’s Social Care immediately and the latter should lead to inter agency assessment using locally agreed processes including use of the ‘Common Assessment Framework’ (CAF) and ‘Team around the Child’ (TAC) approaches. These referrals should be made in accordance with the referral threshold set by the Hampshire Safeguarding Children Partnership. The best interests of the child shall prevail. The Government has published advice to practitioners on identifying child



abuse and neglect and the appropriate action to take here: [What to do if you're worried a child is being abused \(2015\)](#)

- If anyone other than the DSL makes the referral they should inform the DSL as soon as possible. The Local Authority should make a decision within one working day of the referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should the information not be forthcoming. You can find your local children's social care contact number here: [report-child-abuse-to-local-council](#).
- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.
- All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

2.1 Definitions of Abuse (Reference Working Together to Safeguard Children 2018 [WTTSC])

An abused child is a boy or girl who has suffered from, or is believed to be potentially at risk of suffering from physical injury, neglect, emotional abuse or sexual abuse.

Abuse and Neglect are forms 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 a stranger. They may be abused by an adult or adults or another child or children.

2.2 Types of Abuse and neglect

Abuse and neglect are forms of maltreatment of a child. Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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. Abuse can take place wholly online or technically may be used to facilitate offline abuse, and sexual abuse of children by children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer/guardian 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 in so far 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 cyber bullying), 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, sexting, grooming a child in preparation for abuse (including via the internet), initiation/hazing type violence, and upskirting (which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or cause the victim humiliation, distress or alarm).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something as a result of engaging in sexual activities. This may take the form of seemingly 'consensual' relationship where sex is exchanged for affection or gifts to series organised crime by gangs or groups. Sexual exploitation involves degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

The following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;



- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Further guidance on sexual violence and sexual harassment can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf

Serious violence – all staff should be aware of the indicators which may signal that children are at risk of being involved in serious violent crime, these include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions

All staff should be aware of the associated risks and understand the measures in place to manage these. Staff should be familiar with the Home Office County Lines guidance, *Criminal Exploitation of children and vulnerable adults: County Lines guidance*, which contains information on combatting gangs and organised criminal networks who may be exploiting children to move and store drugs.

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.

As well as the abuse detailed above all staff should be made aware of other types of abuse they may encounter. These can be found in KCSIE 2019 Annex A.

Annex A contains important additional information about specific forms of abuse and safeguarding issues.

If staff have any concerns about a child's welfare, they should act on them immediately. They should follow this policy and speak to the designated safeguarding lead (or deputy).



Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Other safeguarding issues to be aware of (full list below):

Mental Health – There are a wide range of mental health issues that affect children's safeguarding including depression, self-harm (see our self-harm policy [here](#)) and eating disorders. Further information and guidance can be found here: [Mental Health Guidance for Schools](#). These should all be reported to the DSL as safeguarding issues, and they will refer to CAMHS as appropriate.

Female Genital Mutilation – victims are likely to come from a community that is known to practice FGM. Professionals should be aware that the girls at risk of FGM may be unaware of the practice – so sensitivity must be shown when approach the subject. Staff should activate local safeguarding procedures, using existing national protocols for multi-agency liaison with police and social care. It is now a requirement, under the Serious Crime Act 2015, to report to the police any instances of where FGM appears to have been carried out. See here for further guidance: [mandatory-reporting-of-female-genital-mutilation-procedural-information](#). Unless the member of staff has good reason not to, they should still consider and discuss such a case with the school's DSL and involve children's social care as appropriate.

This is the procedure the DSL will follow as per HCSP guidance:

Reporting and referring children at risk of FGM

- If a girl is at immediate risk, this is a child protection issue and you need to contact the police urgently by calling 999.
- Cases that fall under mandatory reporting, you will need to phone police on 101.
- If you suspect FGM has taken place, also contact Hampshire Children's Services department on 0300 555 1384.
- For further advice, phone the NSPCC FGM helpline on 0800 023 3550.

Mandatory reporting of known cases

Please ensure that you phone 101 (call 999 if the child is in immediate risk of harm) so you are able to get an incident report number, which you should retain for your records. You should also notify the Children's Services department of your local authority, in particular for all requests for extended leave or circumstances where a child is known to be going to a practising country of origin for the six-week holidays.

Spotting the signs

Suspicious may arise in a number of ways that a child is being prepared for FGM to take place abroad, including:

- She has a parent from a practising community, and she and her family have a low level of integration into a community
- The mother or any sisters have experienced FGM
- She is withdrawn from her peers and social group
- She has talked about, or you know about, the arrival of a female family elder
- She talks about it to other children
- She refers to a 'special procedure', 'special occasion' or 'becoming a woman'
- She is out of the country for a prolonged period (six weeks to two months or more)

Prior to referring to Children's Services, schools will need to invite the parents in to consider and discuss the following:

- Who is going?
- Where are they going?
- When are they coming back?
- Who are they going to visit?
- What is the purpose of the visit?



The school will have a specific conversation with a parent about FGM, highlighting that the practice is illegal in the UK and is classed as child abuse. This includes that the law in this country protects British nationals abroad so that it is also illegal to take the girl abroad to perform FGM. Please document a parent's response and reactions. The DSL will notify Children's Services at your relevant local authority.

Consent

It is good practice to seek consent to share this information. However, if a parent refuses, then you need to notify the parent that this is your professional duty to inform Children's Services.

What happens next?

Children's Services will make a risk assessment based on the information provided, and the information they may already hold on the family. The likely outcome is that a joint visit with the police and social care will be made where a written agreement will be signed. They may also take further action if further assessment is needed.

Radicalisation (Prevention of) – the Counter-Terrorism and Security Act 2015 places a duty on specific authorities including education, in the exercise of their functions to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty'). The School assesses the risk of children being drawn into terrorism and at risk of radicalization and uses the Hampshire Prevent Self-Assessment Audit tool. The school supports pupils to build resilience towards radicalisation through teaching in PSHE and the tutor programme. The local authority is responsible to ensure a Channel panel is in place. This panel will assess any referral to which identified individuals are vulnerable to being drawn into terrorism. Please refer to our separate policy on safeguarding children at risk of radicalisation [here](#). Further advice, support and for reporting concerns please see contact details for the Hampshire Prevent Board [here](#).

- All staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancing and sexting put children in danger.
- All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, upskirting and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse and will receive regular training on Peer on Peer abuse.
- All staff should be made aware abuse can take place wholly online or technically may be used to facilitate offline abuse.
- Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

[Bullying including cyberbullying](#)

[Child criminal exploitation: county lines](#)

[Children missing education](#)- see Appendices



Child missing from home or care

Child sexual exploitation (CSE) - see Appendices

Domestic violence

Drugs

Fabricated or induced illness

Faith abuse

Female genital mutilation (FGM) - see Appendices

Forced marriage- see Appendices

Gangs and youth violence

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

Homelessness

Honour-based violence, including FGM, forced marriage and breast ironing

Mental health

Missing children and adults strategy

Peer on peer abuse

Private fostering

Preventing radicalisation (see separate policy)

Relationship abuse

Sexting and upskirting

Sexual violence and sexual harassment between children in schools and colleges

Trafficking

2.3 Signs of Abuse (taken from the NSPCC)

Under 5s

- Doesn't cry or respond to parent's presence or absence from an early age
- Reaches developmental milestones late, such as learning to speak, with no medical reason
- Significantly underweight but eats well when given food

5 – 11 year olds

- Becomes secretive and reluctant to share information
- Reluctant to go home after school



- Unable to bring friends home or reluctant for professionals to visit the family home
- Poor school attendance and punctuality, or late being picked up
- Parents show little interest in their child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for sports etc
- Wets or soils the bed

11-16 Years old

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

Children with special educational needs and disabilities

Children with special educational needs can face additional safeguarding challenges and staff should be aware of additional barriers that can exist when recognizing abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

3 - Response to allegations of abuse

- 3.1** All allegations of child abuse involving the School community will be taken seriously and dealt with speedily. Allegations may relate to matters within school or indeed outside school or at home. As stated in the Children Act, the welfare of the child is of paramount concern. Any member of staff with concerns may contact the social services confidentially to discuss and seek advice.
- 3.2** The school will make arrangements as appropriate for the emotional and spiritual support of children and staff affected by a child safeguarding issue.
- 3.3** The DSL, or Head if appropriate, will make sure that a referral of allegations or suspicions of abuse has been made to the local Children's Social Care Child Safeguarding team within 24 hours, (in writing or with written confirmation of a telephone referral) and will liaise with that department, the police, the health services and other necessary services during any Safeguarding investigation to promote the welfare of children and protect them from harm. In the case of an urgent concern, an immediate referral must be made. In exceptional circumstances, such as in an emergency, if there's a risk of immediate serious or a genuine concern that appropriate action has not been taken, staff members can speak directly to



children's social care. If a referral is made, the DSL and Headteacher should be informed. Anybody can make a referral and parental consent is not required when making referrals to statutory agencies.

- 3.4 Any allegation of abuse against a member of staff, including the Proprietor and volunteers, should immediately be referred to the Head, who will inform the Local Authority Designated Officer (LADO) on the same day, or within one working day, for advice regarding an internal or external investigation. No internal investigation will take place on its own, without advice from the LADO or similar external officer, in case this results in a delay detrimental to the welfare of a child and/or compromises the Children's Social Care investigation. In the case of serious harm the police will be informed from the outset. Where there are concerns about the Head this should be referred to the Proprietor, without informing the Head. Where there are concerns about the DSL these should be reported to the Head, without informing the DSL.
- 3.5 Following the outcome of any advised investigation appropriate actions will be taken. These may include disciplinary procedures, risk assessments, suspension of staff or students and/or relocation of involved staff if they are resident within school.
- 3.6 The Head will be responsible for informing Ofsted, DBS and the DFE of any information that is required to go on its register. The Head will also promptly inform the Disclosure and Barring Service if a member of staff whose services are no longer used for regulated activity and the DBS referral criteria are met, even if they have resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence. Where a teacher is dismissed for misconduct (or would have been dismissed had he/she not resigned first) the Teacher Regulation Agency (TRA) will be informed.
- 3.7 The result of an investigation may be inconclusive, there may or may not be a prosecution, or it may be decided that a person's behaviour has been ill-advised and foolish rather than criminal.
- 3.8 Allegations may be shown to be unfounded or malicious. In these cases the Head will find appropriate means to make clear that the person has been exonerated.
- 3.9 The DSL is required to keep a central confidential record of all reported incidents including the original notes of the first conversation with the complainant.
- 3.10 Staff who, in good faith, report any concern or allegation about school practices or behaviour of colleagues which prove to be unfounded will be provided with immunity from retribution or disciplinary action for such "whistle blowing". Further detail is given in the '**Whistle Blowing**' Policy which can be found in the staff handbook and on the school server: [..\Whistle-Blowing Policy\Boundary Oak Whistleblowing Policy](#)
- 3.11 Staff who feel unable to report any concerns to their employer or feel their genuine concerns are not being addressed have other whistle blowing channels open to them. Please government guidance published here:



Blowing the whistle to a prescribed person

- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

3.12 Allegations of abuse made against other children

At Boundary Oak we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

This policy encapsulates a Contextual Safeguarding approach, which:

- is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts, and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities;
- recognises that as children enter adolescence they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and
- considers interventions to change the systems or social conditions of the environments in which abuse has occurred. For example, rather than move a child from a school, professionals could work with the school leadership and student body to challenge harmful, gendered school cultures, thus improving the pre-existing school environment.

Peer on Peer abuse

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Abuse is abuse and should never be tolerated or passed off as "banter", "just a laugh" or "part of growing up".

Whilst peer on peer abuse may more often than not be a male perpetrator and a female victim, all peer on peer abuse, regardless of their sex or age, is unacceptable and will be taken seriously.



Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse:

- Violence, particularly pre-planned or part of initiation/hazing rituals
- Forcing others to use drugs or alcohol

Emotional Abuse:

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse:

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting or youth produced sexual imagery (see DfE advice here: [Searching, screening and confiscation](#))

Sexual Exploitation:

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts or upskirting

Staff should be aware that there may be gender specific issues such as girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Simon Hackett has proposed the following continuum model to demonstrate the range of sexual behaviours presented by children, which may be helpful when seeking to understand a pupil's sexual behaviour and deciding how to respond to it:



Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviour • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure compliance • Intrusive • Informed consent lacking or not able to be freely given • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour • Sadism

Hackett's continuum relates exclusively to sexual behaviour and is not exhaustive. The Brook Sexual Behaviours Traffic Light Tool can also be very helpful in identifying sexual behaviours by children. Staff should always use their professional judgment and discuss any concerns with the DSL. Where an (alleged) incident involves a report of sexually harmful behaviour, staff should consult the DfE's Advice.

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum to assess where the alleged behaviour falls on a spectrum and to decide how to respond.

This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power
- involves a misuse of power

It should be borne in mind that there are some aspects of Hackett's continuum which may not of course be relevant or appropriate to consider in response to other alleged behaviour involving reports of other types of abuse. For example, the issue of consent and the nuances



around it, is unlikely to apply in the same way in cases where the alleged behaviour is reported to involve emotional and/or physical abuse, as it could in cases of alleged sexual behaviour which is reported to involve harmful sexual behaviour. In addition, the School could be required to deal with cases involving a range of alleged behaviours including sexual behaviour, emotional, physical behaviour and digital behaviour.

It should also be recognised that the same behaviour presented by different children may be understood at different points on a spectrum, depending on the particular context. For example, an incident involving youth produced sexual imagery may be inappropriate in one context, for example, when exchanged between two children in a consenting relationship, and abusive in another, for example, when it is (a) shared without the consent of the child in the image; (b) produced as a result of coercion; or (c) used to pressure the child into engaging in other sexual behaviours.

Behaviour which is not abusive at first may potentially become abusive quickly or over time. Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital, and could potentially prevent their behaviour from progressing on a continuum to become problematic, abusive and/or violent - and ultimately requiring (greater/more formal) engagement with specialist external and/or statutory agencies. For example, a physical fight between two children may not constitute peer-on-peer abuse where the fight is a one-off incident, but may be abusive where the child's/children's behaviour subsequently deteriorates into a pattern of bullying behaviour and requires a safeguarding response from a multi-agency partnership – including a statutory assessment of whether this has led, for example, to a risk of significant harm to a child.

The importance of intervening early and addressing any inappropriate behaviour does not just apply on an individual pupil/student basis, but could also apply across the [pupil/student] body. Behaviour generally considered inappropriate may in fact indicate emerging concerning behaviour to which schools need to take a whole-school approach in order to prevent escalation. For example, where multiple boys are making inappropriate comments about girls, one-off sanctions are unlikely to be effective and wider actions should be considered, such as arranging for an external person to deliver a year group intervention exercise; revising the School's SRE programme; and/or a discussion around whether anything is happening within the wider community that might be affecting the pupils' behaviour.

It will also be important to consider the wider context in which the alleged behaviour is reported to have occurred, and which may trigger the need for a referral. For example, some behaviour that is considered inappropriate may be capable of being dealt with internally. However, if there are wider safeguarding concerns relating to the child/children in question, a referral to statutory agencies may be necessary. Where the behaviour which is the subject of the concern(s)/allegation(s) is considered or suspected by the DSL to constitute peer-on-peer abuse, the School will follow the procedures set out below.

How can a child who is being abused by their peers be identified?

All staff should be alert to the well-being of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer



abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse and can include:

- (a) failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected;
- (b) physical injuries;
- (c) experiencing difficulties with mental health and/or emotional wellbeing;
- (d) becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much;
- (e) broader changes in behaviour including alcohol or substance misuse;
- (f) changes in appearance and/or starting to act in a way that is not appropriate for the child's age;
- (g) abusive behaviour towards others.

Abuse affects children very differently. The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances. Rather than checking behaviour against a list, staff are trained to be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage children to share with them any underlying reasons for their behaviour, and, where appropriate, to engage with their parents/carers so that the cause(s) of their behavior and cases of peer-on-peer abuse can be investigated. Where a child exhibits any behaviour that is out of character or abnormal for his/her age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the child is being harmed or abused by their peers) and, if so, what the concern is and how the child can be supported going forwards.

The power dynamic that can exist between children is also very important when identifying and responding to their behaviour: in all cases of peer-on-peer abuse, a power imbalance will exist within the relationship. This inequality will not necessarily be the result of an age gap between the child responsible for the abuse and the child being abused. It may, for example, be the result of their relative social or economic status. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

Procedure:-

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern.

If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.



The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

DSLs should always use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required.

In borderline cases the DSL may wish to consult with children's social care and/or any other external agencies on a no-names basis to determine the most appropriate response.

Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL will contact local MASH, or as otherwise in accordance with the HSCP's procedures, immediately, and in any event within 24 hours of the DSL becoming aware of it.

The DSL will discuss the allegations/concerns with MASH/HSCP and agree on a course of action, which may include:

A - Manage internally with help from external specialists where appropriate and possible. Where behaviour between peers is abusive or violent (as opposed to inappropriate or problematic), scenarios B, C or D should ordinarily apply. However, where support from local agencies is not available, the School may need to handle allegations/concerns internally. In these cases, the School will engage and seek advice from external specialists (either in the private and/or voluntary sector).

B – Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family. These services may, for example, include CAMHS, a specialist harmful sexual behaviour team, and/or youth offending services.

C – Refer child/children to children's social care for a section 17 and/or 47 statutory assessment.

As a matter of best practice, if an incident of peer-on-peer abuse requires referral to and action by children's social care and a strategy meeting is convened, then the School will hold every professional involved in the case accountable for their safeguarding response, including themselves, to both the child who has experienced the abuse, and the child who was responsible for it, and the contexts to which the abuse was associated.

D – Report alleged criminal behaviour to the Police. Alleged criminal behaviour will ordinarily be reported to the Police. However, there are some circumstances where it may not be appropriate to report such behaviour to the Police. For example, where the exchange of youth produced sexual imagery does not involve any aggravating factors.

All concerns/allegations will be assessed on a case by case basis, and in light of the wider context.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.



It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative, supervision plan.

These risk assessments will:

- i. assess and address the nature and level of risks that are posed and/or faced by the child;
- ii. engage the child's parents and draw upon local services and agencies to ensure that the child's needs are met in the long-term. Consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of any child; and
- iii. be reviewed at regular intervals in light of the child's on-going needs to ensure that real progress is being made which benefits the child.

If at any stage the child's needs escalate, the DSL should contact MASH/HSCP to determine the appropriate course of action.

The school will provide victim and perpetrator support on a case-by-case basis. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

All staff will be trained to manage a report of child on child sexual violence and sexual harassment.

3.13 Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Proprietor will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. This will include providing relevant staff with the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The school has a designated teacher (DT), Miss Emma Fownes, who will promote and support the educational achievement of children and young people (CYP) who are in local



authority care. The DT will provide DSL with details of the named social worker (and if relevant the virtual headteacher) for CYP in LA care. The DT has specific training for the role.

4 – Staff Code of Conduct/Behaviour and Good Practice.

- 4.1** The School considers it good practice to seek advice from **Local Authority Social Services** where they consider a child could be at risk.
- 4.2** The School requires **all staff** to maintain the highest professional standards in their work and relationships with children. The Teachers Standards 2012 states that teachers, including Headteacher's should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. The following recommendations provide a framework within which children should be safe from harm and adults protected from false allegations or temptation. For further information please refer to the Staff Code of Conduct Policy located here: [M:\\\$Policies & Admin\QV POLICIES\Whistle-Blowing Policy](#)

Be prepared for your colleagues to remind you if you forget one of these guidelines, and be prepared to help a colleague by advising them in return. The more trusting and open the relationships between staff, the safer our children and young people will be. However, if a colleague fails to amend inappropriate behaviour to meet the guidelines, colleagues should be prepared to report them in the interests of safeguarding children. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Hampshire LSCP also provides further guidance here:

[..\Hampshire Guidance and Docs](#)

The Children Act stresses the importance of children being able to share their concerns with adults and being able to confide in them. All staff involved in the care of pupils (boarders especially) should strive to create a supportive and caring environment. The following list constitutes the School's recommended good practice guidelines:

- Treat children and young people with the respect and dignity befitting their age.
- Be aware of your speech, tone of voice and body language.
- Control and discipline children without physical punishment.
- Don't permit abusive peer activities e.g. initiation ceremonies, ridiculing, bullying.
- Advise another member of staff if you need to see a child on his or her own for a lengthy period, use a space where you are both visible. Do not position yourself between the child and the exit. Do not invite a child to your home alone. Invite a group and make sure someone else is around and aware where the children are. Avoid meetings after 11.00pm.
- When in a private meeting with a child, try to leave the door ajar and position furniture appropriately (table or desk between you and the child).
- Respect a child's privacy, particularly in lavatories, showers and changing rooms.
- Do not engage in playing rough physical or sexually provocative games with children.
- Do not be sexually suggestive about or to a child.



- Do not touch a child in an inappropriate or intrusive manner (see our Positive Touch Policy)
- Avoid scapegoating, ridiculing or rejecting a child.
- Avoid showing favouritism to any one child.
- Avoid allowing children to involve you in excessive attention-seeking that is overtly physical or sexual in nature.
- Try to avoid giving lifts to children on their own. If this is unavoidable, consider asking the child to sit in the back of the car.
- Do not share sleeping accommodation with children.
- Do not allow unknown adult's access to children. Visitors should be accompanied by a known person.
- Do not contact a student from a personal e-mail account, your own or a personal mobile phone (other than a mobile phone device provided by the school), or via a social networking site or means of instant messaging. Please refer to the E-safety policy for further information and guidance.
- A child going missing from school is a potential indicator of abuse or neglect.
- Be aware that as a boarding school all staff must pay particular vigilance to interactions between boarders and residential staff due to the increased opportunity for abuse in a residential setting.

4.3 Staff are required to keep a log of pre-arranged individual out-of-school-hours encounters with pupils. If a child seeks a private meeting with a member of staff on more than three occasions within a short period of time (within a month), this should be reported to a DSL.

4.4 The Teachers Standards 2012 states that teachers, including Headteachers' should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

4.5 In addition to working with the DSL staff members may be asked to support social workers to take decisions about individual children.

4.6 Staff members are aware of the systems within our school through training and the induction process. This includes the staff code of conduct and the role of the DSL. The content and nature of the induction process will vary according to the role and the previous experience of the new member of staff but will include information on Boundary Oak School's Child Protection Policy and Practices.

The detail of this programme will be agreed by the Designated Senior Person. The programme will;

- Provide training and information about the establishment's policies and Procedures, including making them aware of the policies that are compulsory to read and understand (e.g. safeguarding, anti-bullying, health & safety, code of conduct, whistle-blowing policies)
- Support individuals in a way that is appropriate for the role for which they have been engaged.
- Confirm the conduct expected of staff within the school.
- Provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities



- Enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.
- Inform of policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti-racism, physical intervention/restraint, intimate care, internet safety and any local child protection/safeguarding procedures. Ensure all staff read Part 1 of KCSIE (2019) and all school leaders, teaching staff and those working directly with children read Annex A of KCSIE.
- Regular training for all staff in child protection and practice in how and with whom any concerns about those issues should be raised.
- Explanation of the standards of conduct and behaviour expected of staff and pupils in the establishment
- Information on relevant personnel procedures e.g. disciplinary, capability and whistle-blowing.

Elements of this process will also be relevant to those existing members of staff who are appointed to new roles within the school. The level of induction support required in these circumstances will be discussed and identified by the SMT before the post commences.

- 4.7** Staff are monitored and reviewed regularly, through meetings, appraisals and performance review. New staff go through our safer recruitment process (outlined in the Staff Recruitment Policy) and are provided with a mentoring system from a more experienced staff member to ensure the correct policies are known and understood. Also that key figures are identified, e.g. DSL.
- 4.8** Staff must be aware that it is an offence for a person aged 18 or over to have a sexual relationship with a child under the age of 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. (Sexual Offences Act 2003). In addition, no one under the age of 16 years can give informed consent to sexual activity.
- 4.9** Staff must be aware of the abuse of one pupil by another pupil. When there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm' the local agencies must be referred to. It would be expected that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim are treated as 'at risk'. Staff must refer if necessary to Anti-Bullying Policy.
- 4.10** Staff members are advised to maintain the attitude of 'it could happen here' where safeguarding is concerned. Staff members will always act in the best interest of the child. Knowing what to look for is vital for the early identification of abuse and neglect. If staff members are unsure they will speak to the DSL and make a written note of the conversation.
- 4.11** It is important that children receive the right help at the right time to address risks and prevent issues escalating. Ineffective action or poor practice can result in serious results. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views and feelings of the child, failing to re-assess



concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to taking action.

4.12 Boarding Staff

Where a member of boarding staff is suspended pending an investigation of a child protection nature alternative accommodation off-site will be organised by the Head teacher. In the event of the Head of Boarding being suspended another member of the residential staff will take over the duties.

4.13 Boarding

The lead DSL works closely with the Head of Boarding to ensure that there is a culture of vigilance in the Boarding House. Children are made aware of who they can approach and talk to if they are worried or have concerns about other pupils.

The Boarders are very supportive of each other and as a new Boarder, each child will have a “buddy” for the first few weeks - a friend who knows how everything works and who wherever possible will be in the same class as them. The buddy’s job is to make sure the new child never feels lost, confused or left out. The new Boarder will also have the support of a senior Boarder who can lend a sympathetic ear and give sensible advice. They will have been chosen on the strength of their experience and approachability.

Access to the Boarding House is limited to ensure the safeguarding of our boarders. The following must be adhered to at all times:

- All children need to notify and obtain permission from the office to go into the boarding house during the day.
- The office will have a record of everyone in the boarding house at any given time.
- All staff and visitors must notify the office if they need to enter the boarding house during the day.
- Contractors are DBS checked and/or accompanied when on site in areas where they may come into contact with children.
- If, for any reason, it is necessary to search a dormitory/bedsit/bag then two members of staff must be present.
- When entering any dormitory/toilet/washroom/changing room all staff must knock and vocally request permission to enter.
- Residential duty staff are required to check that doors and windows are secure at 18.30 and again after the last boarder has gone to bed.
- Only female members of staff are allowed in the girls’ side of the boarding house unless sweeping in an emergency (e.g. fire) or unless they have been given permission by the Head and have informed the office of their entry time, route and exit time.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,



- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of a school's behaviour policy.

(see DfE advice here: [Searching, screening and confiscation](#))

4.14 Visitors

- All visitors to School must be signed in and must wear a visitor's badge. Visitors will be signed into the Main Office.
- Where relevant and as outlined in our Recruitment policy, visitors may be asked for or checked against prohibition orders, barred lists and where appropriate be DBS checked.
- Any workmen who are on site during the school day in term time must be accompanied by a member of staff at all times.
- Where external referees or umpires are used in sporting fixtures they will be supervised by a member of staff at all times.
- External speakers will be accompanied at all times by a member of staff and will be risk assessed using the external visitor risk assessment form prior to being authorized by the Head. This includes suitable checks, such as internet searches to assess their suitability.

5 - Inappropriate advances

5.1 Children can sometimes make suggestive approaches to an adult. For whatever reason, they may act in an inappropriate manner. Sometimes, inappropriate physical contact can be made either intentionally or accidentally.

5.2 It is vital that members of staff take the responsibility to:

- Tell the child that his or her language or behaviour is unacceptable.
- Tell a DSL about the incident, however embarrassing this is.
- Record the incident, indicating what was said and/or done. This is a necessary safeguard if accusations are made at a later stage.

The member of staff and the DSL should decide on the appropriate course of action. It may be necessary for the DSL and/or the member of staff to discuss the incident with the Head and/or to seek advice from Children's Social Care Team.

6 - Confidentiality



- 6.1 The highest level of confidentiality should be maintained at all times in relationships with both adults and children. You should, however, make it clear that there are certain circumstances, such as if a crime has been committed, as a result of an emergency incident, or if a child is suffering or is likely to suffer harm, when other people will need to be told so that the child can be protected.
- 6.2 It is important not to agree to blanket confidentiality in any discussion or counseling. If an allegation has been made against someone it is very important that as few people as possible know whilst the allegation is being investigated. This protects both the accuser and the accused. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals, the DSL and children's social care.
- 6.3 Refer to Appendix 2 for reporting concerns flowchart and Appendix 4 for How and When to share information.
- 6.4 School staff are aware they should not provide pupils' education data where the serious harm test under the GDPR and Data Protection Act 2018 legislation is met. This exemption is specific to subject access requests, not with regards to the need to share safeguarding information with other agencies, such as Children's Services.

7 - Hearing a child abuse disclosure

- 7.1 The School is committed to liaising with the statutory Safeguarding agencies when dealing with allegations of abuse. If possible, you should refer any allegation as soon as possible to a DSL, who will follow appropriate procedures for hearing a Safeguarding disclosure. However, any member of staff may be in a position where a child wishes to disclose to them issues relating to abuse. **Make a record of any conversations appropriately.**
- 7.2 The following procedures should be adopted when hearing a child abuse disclosure:
 - If the listener (member of staff/independent listener) feels a disclosure is likely to be made then, where appropriate, it is advised they ask another member of staff to be present. However, if the pupil is reluctant to speak in front of that third person, it is better for the listener to hear the disclosure alone, rather than for no disclosure to be made.
 - Where appropriate the listener will take steps to protect the complainant from immediate harm e.g. by contacting the DSL, the Head or Department of Children's Social Care directly. It is important to differentiate between safeguarding children who are likely to suffer significant harm, which should be reported to Children's Social Care immediately and those who are in need of additional support which should lead to inter-agency assessment using local processes such as Common Assessment Framework (CAF) and Team Around the Child (TAF).
 - As soon as reasonably possible, preferably immediately after the conversation has taken place, the listener will make a statement of the conversation. Such a statement will include a note of the date and time and will be signed by the author. The content must be verified with the child to ensure it is an accurate account of the disclosure.



- Do not give a guarantee of confidentiality. You have a duty to tell the appropriate people if you are told of incidents of abuse. Do explain that you will only tell those who have to know. If possible, refer the complainant directly to a DSL.
- Do not ask leading questions. Limit any questioning to the minimum necessary to seek clarification only. Stick to questions of the type 'What is it you want to tell me?' don't ask questions like 'Why do you think this happened?'
- Tell the DSL immediately and if they are not available tell the Head immediately (unless they themselves are being accused – in which case inform the Proprietor. Do not tell anyone else.
- Discuss with a DSL/Head whether steps need to be taken to protect the complainant.
- Do not carry out an investigation yourself. Children's Social Care and police staff are specifically trained in appropriate procedures and you could damage or prejudice criminal proceedings by interviewing people yourself.

7.3 It is crucial never to assume that an accusation of abuse against someone you know well and whom you trust is bound to be wrong. Children and young people often tell their peers, rather than staff or other adults, about abuse. It is important to make sure that senior pupils (e.g. prefects and young people leading activities for others) as well as responsible adults are aware of these points. If you suspect that a child is at risk of immediate harm, follow the same procedures that are appropriate in the case of a disclosure that is made.

8 Physical Intervention

- 8.1** We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 8.2** Such events should be recorded and signed by a witness.
- 8.3** Staff who are likely to need to use physical intervention will be appropriately trained. Please see Appendix 5 – Restraint of Pupils.
- 8.4** We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 8.5** We recognise that touch is appropriate in the context of working with children, and all staff have been given guidance to ensure they are clear about their professional boundary (see Staff Code of Conduct, our Positive Touch Policy and appendix 5 of this policy)

9 - Proprietor

- 9.1** The Proprietor must be informed by the DSL of any on-going Safeguarding issues ensuring the confidentiality is maintained.



- 9.2 The Proprietor will carry out an annual, minuted, review of safeguarding procedures, safeguarding audit and policies with the Head and DSL.
- 9.3 The Head will monitor that procedures are adhered to by the DSL as well as the monitoring of the related duties of the Deputy DSLs and will report this information to the Proprietor.
- 9.4 This policy will be formally reviewed on an annual basis by SMT and the Proprietor. The Proprietor will use members of the advisory panel where further safeguarding expertise is required.
- 9.5 The Proprietor will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children. The Proprietor should ensure that staff members do not agree confidentiality and always act in the interest of the child.
- 9.6 The Proprietor will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of Keeping Children Safe in Education (2019)
- 9.7 The Proprietor will ensure that the school contributes to inter-agency working in line with statutory guidance "Working together to safeguard children" (2018).
- 9.8 The Proprietor will ensure that the school's safeguarding arrangements takes into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the HSCB. This will include understanding and reflecting local protocols for assessment and the HSCB's threshold document along with supplying information as requested by the HSCB.
- 9.9 The proprietor will ensure that children are taught about safeguarding, including online, through teaching and learning opportunities across a broad and balanced curriculum, including during PSHE lessons, tutor time and assemblies.
- 9.10 The Proprietor will ensure appropriate filters and monitoring systems are in place to safeguard children from harmful and inappropriate online material, whilst not "over-blocking" or leading to unreasonable restrictions as to what children can be taught with to online teaching, safeguarding and preparedness. Details of which can be found here: [M:\\\$Policies & Admin\QV POLICIES\E-Safety Policies](#). The school uses Lightspeed Rocket to monitor and filter online use, it uses NetSupport to monitor laptop/PCs use and has an email and electronic communication monitoring system, with regular reports and alerts to the Head and Deputy Head Pastoral. The school also has a mobile phone policy which can be found here: [M:\\\$Policies & Admin\QV POLICIES\Mobile Phone Policy](#)
- 9.11 The proprietor will provide opportunities for staff to contribute and shape the safeguarding arrangements.

10 – Staff Training

- 10.1 The Proprietor will ensure all staff undergo safeguarding and child protection training at induction. All staff are expected to complete level 1-basic awareness training. An up-to-date record is kept of this information. A number of staff are in the process of being trained to an



advanced level, so that in the event of sickness or absence there is a member of staff equipped to deal with any situation, this includes the Deputy DSL having the same level of training as the DSL. All safeguarding training will be regularly updated and in line with advice from HSCB. In addition, staff will receive regular safeguarding and child protection updates, either via email and/or in weekly staff meetings.

10.2 All staff are issued electronically with and are required to read the DfE document “[Keeping Children Safe in Education](#)” (2019). It is compulsory for all staff to understand and discharge their role and responsibilities as set out in Part1 of this guidance and to read and be familiar with different types of abuse as set out in Annex A of KCSIE. Reading Part 1 of KCSIE and Annex A is an integral part of the staff safeguarding induction training. Staff are required to sign the Policy Record Document to confirm the reading and understanding of any DfE or policy document relating to Safeguarding issues and updates in conjunction with other relevant school policies. Through their expertise staff can contribute and shape safeguarding arrangements and child protection policies at weekly staff meetings.

10.2 During the induction of new staff the school Code of Conduct is discussed. The details of this are found in the staff handbook. The Code of Conduct makes reference to PE and Music as teachers may make physical contact with pupils in these lessons.

10.3 Early Years Training

Boundary Oak EYFS Setting will seek out training opportunities for staff to help them recognise the symptoms of abuse. All staff have access to the guidance ‘What to do if you're worried a child is being abused (March 2015)’, including the flow chart for referral – see appendix 2. In addition the NSPPC website provides clear instructions (www.nspcc.org.uk). All staff who work with children must be trained in child protection and this training is updated at least every 3 years.

11 – Safer Recruitment Procedures

Please refer to our [staff recruitment policy](#) for greater detail. The school is aware of the introduction of the Disclosure and Barring Service (DBS) and the guidance to the Disqualification under the Childcare Act 2006. This was recently updated in July 2018 and the new guidance can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719794/Disqualification_under_the_childcare_act_July2018.pdf.

All new appointments will be made following the good practice outlined in our Recruitment Policy. There are sufficient staff trained in safer recruitment to ensure at least one member of every interview panel has safer recruitment training. Decisions about the suitability of prospective employees are based on checks and evidence including: criminal record checks (DBS checks), Disqualification by Association declaration form (where applicable), barred list checks and prohibition checks, together with references and interview information; all new employees are subject to DBS checks at the Enhanced Disclosure level. Enhanced DBS and Barred List checks are also carried out on any family members over the age of 16 if the prospective employee’s employment requires them to be resident within the school campus. Similarly, all volunteers, such as advisors, who are likely to come into contact with



pupils, are checked at the same level. In order to verify the validity of written references, the school will make direct contact with a referee to ensure the written reference is genuine.

Agency staff and contractors will be subject to DBS checking as appropriate, depending on whether or not they might be working unsupervised with or near pupils. Such situations will be risk assessed.

The registration for the vetting and barring scheme started for new workers or those moving jobs in July 2010 and the registration did not become mandatory for these workers until November 2010. All other staff were phased into the scheme from 2011.

Staff who work in EYFS, and who are in charge of the before-school and after-school care facility, and their line managers up to and including the Head and Proprietor are required to declare if they are disqualified under the Childcare Act 2006.

Although the organisation does conduct rigorous pre-employment checks we recognise the need to remain vigilant in monitoring employee, agency worker and volunteer behaviour, and through the training provided, staff are also aware of this.

The Proprietor is required to undergo the DBS procedure through the DfE. All management positions (Proprietor, Headteacher, SMT and Department Heads) will be subject to a s.128 direction, done via DBS.

12 - Early Years Foundation Stage (EYFS)

In accordance with the statutory framework for the EYFS

- Every precaution must be taken to safeguard and promote the welfare of children
- Ofsted is to be informed, at the latest within fourteen days, of any allegations of serious harm or abuse by any person, living, working or looking after children at the setting, or any other abuse which is alleged to have taken place on the premises and of action taken in respect of these allegations.
- Staff should respond appropriately to :
 - Significant changes in children's behaviour
 - Deterioration in their general well being
 - Unexplained bruising, marks or signs of abuse
 - Neglect
 - The comments children make which give cause for concern
 - Any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.
- Any concerns are to be shared with the DSL & SO.



12.1 How EYFS Disclosures by a Child are dealt with

Where a child makes a disclosure relating to safeguarding to a member of staff, that member of staff:

- offers reassurance to the child;
- listens to the child and gives reassurance that he or she will take action;
- does not ask leading questions;
- makes an accurate record of:
 - the child's name, address, age, date and time of the observation or disclosure;
 - the disclosure made by the child, using the exact words spoken by the child (as far as possible); and
 - the name of the person to whom the disclosure was reported with date, time, and the names of any other people present at the time.

12.2 Dealing With Concerns about Safeguarding in EYFS

Where a concern arises in relation to the safeguarding of a specific child that child's parents are normally the first point of contact, unless it is not considered appropriate to inform them of the concern before seeking guidance from an external agency.

Any person having concern for the welfare of a child should at once raise the matter with the DSL (Mrs Phillips). The DSL will, having regard to any guidance from external bodies, take such action as seems appropriate to minimise any further risk to the child. Accurate records will be kept of all calls, minutes and outcomes relevant to the matter insofar as possible. All records will be treated as highly confidential and kept locked in a separate file. They will not be accessible to anyone within Boundary Oak EYFS Setting other than the DSL. See Appendix 2 for the flowchart regarding raising concerns.

If abuse at home is suspected, Boundary Oak EYFS Setting will continue to welcome the child and family while investigations proceed as appropriate. The care and safety of the child must always be paramount and Boundary Oak EYFS Setting will make all reasonable endeavours to support and work with the family of any child at the school.

The Management of Boundary Oak EYFS Setting recognises that staff involved in a child protection issue will find it distressing and will endeavour to offer support and guidance accordingly. In the event that someone arrives to collect a child who the Setting deems is in an unfit state to take charge of the child the Setting may, with the Head's permission, keep the child at school until an alternative collection arrangement can be made.

12.3 The Use of Telephones and Cameras



Boundary Oak EYFS Setting allows staff to bring in personal mobile telephones and devices for their own use but must ensure that these are left inside their bag or locker throughout contact time with children. Under no circumstances may staff contact a current parent/carers or pupil using their personal device.

Staff bringing personal devices into the nursery school must ensure there is no inappropriate or illegal content on the device. Mobile phone calls may only be taken at staff breaks or in staff members' own time and in an area where children are not present. If staff have a personal emergency they are free to use the school telephone or make a personal call from their mobile in an area where children are not present. If any staff member has a family emergency or similar and needs to keep their mobile phone to hand, prior permission must be sought from the Head.

It is the responsibility of individual staff to ensure that the Office Manager has up to date contact information of their families, children's schools etc. and know their emergency work telephone number.

During group outings nominated staff will have access to the school's nominated mobile phone, which is to be used for emergency purposes only. It is the responsibility of all members of staff to be vigilant and report any concerns to the DSL/Head.

Concerns will be taken seriously, logged and investigated appropriately (see allegations against a member of staff policy). The Head reserves the right to check the image contents of a member of staff's mobile phone should there be any cause for concern over the appropriate use of it. Should inappropriate material be found then the Local Authority Designated Officer (LADO) will be contacted immediately together with the Proprietor. The school will follow any appropriate disciplinary measures informed by the guidance of the LADO. These measures may result in staff member's dismissal.

Cameras

Photographs taken for the purpose of recording a child or groups of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care. Under no circumstance may staff use their mobile phone or personal camera to take photographs within the school. Should a member staff fail to comply with this it will result in disciplinary action.

Only the designated Setting's camera may be used to take any photograph within the school or on outings. Images taken must be deemed suitable and must never put the child/children in any compromising positions that could cause embarrassment or distress or harm. All staff are responsible for the location of the camera. Camera must be locked away at the end each day. Images taken and stored on the camera must be downloaded as soon as possible, ideally once a week and the images deleted from the camera's memory card.

Under no circumstances must cameras of any kind be taken into the bathrooms. If photographs need to be taken in a bathroom, i.e. photographs of the children washing their



hands, permission must be obtained from the Head and staff must be supervised whilst taking the specific photograph. At all times the camera must be placed in a prominent place where it can be seen. Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

12.4 Taking children to the toilet

When taking children to the toilet staff should ensure they tell a colleague what they are doing and who they are supervising.

Staff should not assign the responsibility of taking a child to the toilet to an older pupil. It must be done by a member of staff.

12.5 Policy and Procedures in the Early Years Foundation Stage.

- All Staff must be fully aware of the Safeguarding Policy and procedures for reporting and recording worries, concerns or incidents.
- All Child Protection concerns must be reported to the DSL. Where a child discloses concerns or makes an allegation no judgment should be made. The staff member will need to listen and seek clarification if required, before consulting with the designated person. Confidentiality should not be promised to anyone. A record should be kept of the conversation. Where there is a suspicion that a child is suffering or likely to suffer significant harm, the concern should be referred without delay to the Head of Education.
- All staff are required to inform the Head teacher immediately if their family or a child within their care is undergoing an investigation by Social Services or if their child or step-child is placed on a Child Protection Register or is the subject of a Child Protection Plan. If this relates to Headteacher, inform the Proprietor.
- If the disclosure reveals possible concerns about other staff members, it is important that no discussion should take place with individual named in the disclosure. Where the child requires urgent medical treatment an ambulance should be called to take him/her to hospital and concerns raised with the DSL.
- Following a disclosure, the DSL will seek advice from the LADO as to whether to speak to the parent/s. In the event of a disclosure of suspected sexual abuse, an immediate referral to the Local Social Services authority will be made by the DSL. In all other cases of suspected abuse the DSL will enter into preliminary discussion with the parents to ascertain any possible explanation. These discussions are exploratory, and the DSL should be careful not to prejudice the outcome of any potential multi-agency investigation.
- Where, following preliminary enquiries by the DSL, a prima facie case of abuse is apparent, or where there are contra-indications to preliminary enquiries, a referral should be made under local multi-agency arrangements. The referral should be scanned and electronically submitted either at the time of the initial disclosure or within 48 hours of the incident to the local Social Services department office.



- The person making the referral should provide the following information if available:
 - Details about their own location, status and relationship with the child.
 - Whether the child is currently safe and any deadlines approaching (e.g. child about to be "collected by parent; alleged abuser returning imminently to household)
 - When the child was last seen and the current location of the child.
 - The child's name, date of birth, sex, disability, or any known health care issues, ethnic origin, religion, language spoken.
 - Any other names the child or family members have been known by.
 - The address of the child and parents, and any known previous addresses.
 - The family and household structure and details of any other significant people in the child's life.
 - Details of the concern (if an incident, the time, place, persons involved)
 - Information regarding parental knowledge or, and if appropriate, agreement to the referral.
 - If the allegation concerns the Headteacher, the concern must be reported to Proprietor.
 - ALL allegations will be reported to the Local Authority Designated Person (LADO) for advice before any investigation takes place. (In borderline cases, the DSL may first discuss the concern and seek advice from the LADO.) Within 24 hours of a disclosure or suspicion of abuse, the school's reporting arrangements will include contact with the relevant welfare agency.
 - In the case of serious harm, the Police will be informed at the outset.

13 – Contact numbers and details



Local Authority Designated Officer - LADO: 01962 876364

During office hours (8.30am – 5:00pm) - you should contact **Children's Services (HANTS) : 0300 555 1384**

At all other times you should contact the **out-of-hours Service: 0300 555 1373 (HANTS)**

Independent Listeners:

Michelle Deacon -0790 005 3751

Jeremy Ord – 07595 420221

Hazel Kellett – 07966 840550

For all emergency situations call 999.

If you think a child or young person under the age of 18 has been or is being abused by a person in a position of trust, [contact the County Council's Allegations Officer.](#)

Hampshire Police - 0845 045 4545

NSPCC Safeguarding line - 0808 800 5000

NSPCC Whistleblowing Advice Helpline- Contact the Whistleblowing Advice Line

Call 0800 028 0285

Email help@nspcc.org.uk

Childline - 0800 1111

LSCP Hampshire Safeguarding Children's Board

<http://www.hampshiresafeguardingchildrenboard.org.uk/contact.html>

The **DBS** address for referrals is

PO Box 181

Darlington DL1 9FA (tel 01325 953795)

CAMHS (Child and Adolescent Mental Health Services)

Fareham: Child and Family Therapy, 2nd Floor, Osborn Clinic, Osborn Road, Fareham, PO16 7ES

0300 304 0050

Inter-Agency Referral Form:

https://eforms-ext.hants.gov.uk/AF3/an/default.aspx/RenderForm/?F.Name=Md_9d1aRLwN

LADO referral form:



<http://documents.hants.gov.uk/childrens-services/LADONotificationFormVersion2014.doc>

Mental health: please see Government advice here: [Mental Health Guidance for Schools](#), particularly on when to refer cases to CAMHS.

Keeping Children Safe in Education (2019)

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

Early Years Framework:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf

Legislation for this policy

The Children Act 1989 and 2004

Education Act 2002

The Education (Health Standards)(England) Regulations 2003

Disqualification under the Childcare Act 2006

The School Staffing(England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940

The Education (School Teachers' Appraisal) Regulations 2012

The Children and Families Act 2014

The Education (Independent School Standards) Regulations 2014

Keeping Children Safe in Education (2019)

Prevent Duty Guidance (2015)

Further Information

When to suspect child maltreatment (National Institute for Health and Care Excellence, 2009)

Information Sharing – Advice for practitioners providing safeguarding services to vulnerable children, young people, parents and carers (2015)

Multi-Agency Practice Guidelines: FGM (2014)

Statutory framework for the early years foundation stage (2014)

Working together to Safeguard Children (2018)

This policy should be read in conjunction with the following Boundary Oak policies:

1. Staff Recruitment Policy
2. Behaviour Policy



3. E-safety Policy
4. Whistle Blowing Policy
5. Complaints Policy and Procedures
6. Anti-Bullying Policy and Anti-Cyber Bullying Policy
7. Educational Trips and Visits Procedures
8. Health and Safety Policy
9. Safeguarding pupils vulnerable to radicalisation.
10. Staff Handbook
11. Staff Code of Conduct
12. AUP policy
13. Mobile Phone Policy
14. Positive Touch Policy
15. Self-Harm Policy
16. Bereavement Policy
17. Intimate Care Policy
18. PSHE, SRE Education and SMSC policies
19. Supervision of Pupils Policy