

Rougemont School

Safeguarding Policy
2023-2024



Safeguarding and Child Protection Policy and Procedures*

Background and Context

Safety and welfare within the context of an enriching and challenging education for pupils at Rougemont School is our highest priority. Safeguarding and promoting the welfare of children is everyone's responsibility. We take a whole school approach to safeguarding and ensure that safeguarding and child protection are at the forefront of all aspects of process and policy development. At all times we maintain an 'it could happen here' approach to all aspects of safeguarding.

Our role is to know everyone as an individual and to provide a secure and caring environment, so that every pupil may learn most effectively in safety. Where there is a safeguarding concern, school staff (alongside the Safeguarding team) will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Our systems of support are in place, and they are well-promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

This policy is applicable to the whole school community and is consistent with the requirements of our local safeguarding partnership, and within that the South East Wales Safeguarding Children's Board (SEWSCB) the agreed local inter- agency protocols:

<https://www.safeguarding.wales>

<https://www.gwentsafeguarding.org.uk>

We note the guidance for educational and other professionals given in "What to do if you're worried a child is being abused: Advice for practitioners" (HM Government)

We also follow Welsh Government guidance contained in Keeping learners safe - The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002

Wales Safeguarding Procedures

The school is a listening community, committed to ensuring that the views of our pupils are heard, for example through:

- our school council;
- PSHE;
- tutor groups; and
- other individual or small group discussions.

The views of parents/carers are also important to us and may be communicated through the Head and/or SMT, or any listed contact.

There are several other important documents relating to safeguarding and these are noted in the relevant parts of this policy. It is important to be aware that safeguarding is an area which has been subject to significant changes in recent years, and we endeavour to ensure that all references are up-to-date.

Safeguarding and promoting the welfare of children is everyone's responsibility and this policy, by considering at all times what is in the best interests of the child and how the school may most effectively provide a safe environment in which children may learn, emphasises this. As well as safeguarding children at risk of harm, we recognise our duty to children in need of early help, so that we may play our part in providing support as soon as a problem emerges. We also recognise the importance of considering appropriate action when we have concerns about a child, as opposed to a child being in immediate danger.

All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

Copies of this policy, together with our other policies relating to issues of child protection are on our website or available on request from the school reception.

This policy is reviewed at least annually, earlier if required by legislative or organisational requirements.

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I. Contact Details

I.1 School

Designated Safeguarding Person (DSP) and Deputies:

DSP

Mrs Suzanne Archer Email: sue.archer@rougemontschool.co.uk Tel: 01633 820103

Deputies:

Mr Huw Singer Email: huw.singer@rougemontschool.co.uk Tel: 01633 820158

Miss Laura Hallas Email: laura.hallas@rougemontschool.co.uk Tel: 01633 820167

Mr Andrew Bevan Email: andrew.bevan@rougemontschool.co.uk Tel: 01633 820117

Head:

Mrs L Pritchard Email: vicky.mills@rougemontschool.co.uk Tel: 01633 820166

Chair of Governors:

Mr Paul Harris Email: carol.shepherd@rougemontschool.co.uk Tel: 01633 820103

Nominated Governor(s) for Safeguarding Liaison:

Mrs Wendy Williams Email: carol.shepherd@rougemontschool.co.uk Tel: 01633 820103

I.2 External safeguarding concerns:

Newport Children and Family Services..... Tel: 01633 851448

Newport Safeguarding Hwb Tel: 01633 851423

Torfaen Children and Family Services..... Tel: 01495 762200

Caerphilly Children and Family Services..... Tel: 0808 100 1727

Blaenau Gwent Children and Family Services..... Tel: 01495 315700

Monmouth Children and Family Services..... Tel: 01291 635669

After 5pm/weekends and Bank Holidays contact SE Wales Emergency Duty Team: Tel: 0800 3284432.

Police Emergency Tel: 999 / Police Non-Emergency Tel: 101

NSPCC/Home Office Child Abuse whistleblowing helpline Tel: 0800 028 0285

NSPCC Support Line for Potential Victims of Sexual Harassment and Abuse in Educational settings Tel:
0800 136 663

For further guidance visit: [Sexual Abuse Victims - Schools Helpline](#)

I.3 Key local website:

[Gwentsafeguarding.org.uk](#)

I.4 Extremism concerns:

[Gwent Police Prevent Website - Advice and Information](#)

Prevent Duty Team Tel: 01633 247 941

Prevent Duty Team Referral Email: Preventreferral@gwent.pnn.police.uk

Department for Education dedicated helpline for staff and governors Tel: 020 7340 7264

Email: counter-extremism@education.gsi.gov.uk

I.5 Other useful contacts:

Disclosure and Barring Service (DBS): PO Box 181, Darlington, DLI 9FA

Tel: 01325 953795

Email: customerservices@dbs.gsi.gov.uk

National College for Teaching and Leadership (NCTL)

Tel: 0345 609 0009

Forced Marriage Unit

Tel: 020 7008 0151

Email: fmfco@fco.gov.uk

NSPCC: Child Protection Helpline

Tel: 0808 800 5000

[NSPCC Website: Keeping Children Safe - Reporting Abuse](#)

ChildLine

Tel: 0800 1111

[ChildLine Website](#)

I.6 Although referrals in cases of abuse and/or need are usually made through the DSP, anyone may make a referral using the contact details above.

Any member of staff or volunteer who has concerns about poor or unsafe practice either in general or in any specific case should follow the guidance given in the School's Whistleblowing Policy.

If anyone feels unable to raise their concerns with those who have specific responsibilities for safeguarding or who has reason to believe that the school is not fulfilling its safeguarding obligations, then contact should be made with the NSPCC whistleblowing helpline: Tel: 0800 028 0285; Email help@nspcc.org.uk.

2. Preamble

Safeguarding is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child Protection is defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

2.1 We recognise that every member of the school and its community should play a significant part in the prevention of harm to our pupils by providing good lines of communication with trusted adults, supported friends and an ethos of protection. We include within this the emotional wellbeing of our pupils and recognise the role school plays in identifying and protecting our children who may be vulnerable to many dangers both within and beyond the school itself.

2.2 'Children' includes everyone under the age of 18 and may in certain circumstances include those who are 18 or above. Where there is any doubt, clarification should be sought from the local children's services.

2.3 As well as following Wales Safeguarding Procedures, the School will take all reasonable measures in the best interests of the children in our care to:

- a) Ensure that we practise safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people in accordance with current Welsh and ESTYN guidance.
- b) Ensure that where staff from another organisation are working on their own with our pupils on another site, we require written confirmation that appropriate safer recruitment checks and procedures have been completed on those staff.
- c) Follow the local inter-agency procedures and single assessment framework of Wales Safeguarding Procedures.
- d) Be alert to signs of abuse both in the school and from outside, and to protect each pupil from any form of abuse, whether from an adult or another pupil, noting that bullying may be a child protection matter.

- e) Adopt a contextual approach to safeguarding and consider whether wider environmental factors that may be present in a child's life could be a threat to their safety and welfare.
- f) Deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with his agreed child protection plan.
- g) Design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.
- h) Deal appropriately with concerns which indicate that a child is in need of early help or additional support.
- i) Be alert to the medical needs of children with medical conditions, including those suffering from mental health issues.
- j) Operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse.
- k) Teach pupils about safeguarding, including child on child abuse, for example through use of online resources, through the curriculum and Personal, Health and Social Education (PHSE).
- l) Take steps to ensure that appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate material on-line.
- m) Take all practicable steps to ensure that School premises are as secure as possible (see 'Site Security and Access Controls').
- n) Operate procedures to promote the educational achievement of children who are Looked After Children; see [Appendix 2](#).
- o) Have procedures in place for dealing with children that go missing from education; see [Appendix 1](#).
- p) Be alert to the threats of specific safeguarding issues as outlined by Keeping Learners Safe, such as Child Sexual Exploitation and Female Genital Mutilation; see [Appendix 1](#).
- q) Have procedures in place to fulfil the School's Prevent Duty, to identify children at risk of radicalisation and extremism, protect them and making referrals as appropriate; see [Appendix 3](#).
- r) Guard against any visiting speaker promulgating extremist views; see [Appendix 3](#).
- s) Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the school or in the local area.
- t) Keep this and related policies up-to-date and in accord with the statutory guidance.

2.4 This policy provides specific details for the above commitments. In some cases, other school policies set out our detailed commitments and appropriate references will be made to these.

2.5 In general, we believe that parents/carers should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents/carers. However, there may be circumstances when, in support of a child about whom there are concerns (including related to terrorism), the DSP and / or Deputies will need to consult the Head, social services, children's social care and/or the police before discussing details with parents/carers. In very few cases, it may not be right

to inform parents/carers of our concerns immediately as that action could prejudice any investigation or place the child at further risk. In such cases, advice will be sought from the LCSB.

2.6 In order to protect our children, we will reassure victims they are being taken seriously, will be supported and kept safe. We will never give the impression that they are creating a problem and make victims feel ashamed of reporting abuse, sexual violence or sexual harassment.

3. Children at risk of abuse

3.1 Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, threatening harm or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

3.3 Referrals are normally managed by the DSP and / or Deputies and usually within their specific area of the school. In all cases the DSP and / or Deputies will contact the relevant Local Children's Safeguarding Board (LCSB) immediately when a child has either suffered or is at risk of abuse. It should be noted that no child should be sent back into a place of potential danger or risk without receiving specific guidance from the LCSB. The management of allegations and disclosures is set down in sections 4, 5, 7, 11, 12 and 14 below.

3.4 Anyone may make a referral to children's services: in such cases the DSP and / or Deputies should be informed as soon as possible that a referral has been made.

3.5 The police will always be contacted when a crime is alleged.

3.6 Referral to a statutory agency does not require parental consent. Advice will be sought from and decisions will be made by the LCSB regarding if, how and when the parents or carers of the child should be informed of any disclosure relating to abuse. The school will comply with the guidance given.

3.7 The latest edition of Keeping Learners Safe (KLS) sets out various ways in which children may be abused and provides guidance for the identification of possible abuse.

3.8 Types of abuse include: Neglect, Emotional, Physical, and Sexual. See appendices for details of these and their indicators.

3.9 Details of these and other types of abuse (including peer on peer abuse, radicalisation, child sexual exploitation and so-called 'honour-based' violence (HBV) including forced marriage, and female genitalia mutilation (FGM) and guidance on identifying them are set down in the appendices, noting that instances of actual or suspected FGM must always be reported to the police.

3.10 Reports to the relevant local agencies must also be made where children are missing from education, since this may be amongst other possibilities a sign of abuse: see 5.8 below.

3.11 Bullying of a child whether by an adult or adults or by another child or other children, directly or through electronic means, is also potentially abuse. The school's anti-bullying and e-safety policies set out the school's strategies for dealing with all forms of bullying including cyber-bullying.

3.12 All concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. The DSP and / or Deputies will advise on the recording requirements. The record will be kept by the DSP and / or Deputies.

4. Child on Child Abuse: Allegations of abuse by one or more pupils upon another pupil

4.1 All staff should recognise that children can abuse their peers (including online). It is important that incidents of abuse and harm are treated under this safeguarding policy in conjunction with the behaviour policy. However, concerns regarding the welfare of learners requires process and records to be kept on the child's digital safeguarding/child protection file.

4.2 It is recognised that child on child abuse can happen inside and outside of school, or online.

4.3 At Rougemont School there is a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.

4.4 Even with a zero-tolerance approach, we take steps to educate and take action to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.

4.5 It is understood that peer on peer harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.

4.6 Early identification of vulnerability to peer-on-peer harm is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

4.7 There are clear systems in place (which are well promoted, easily understood and easily accessible) for learners to confidently report abuse knowing their concerns will be treated appropriately and confidentially. Rougemont School will begin to manage initial reports of harm by:

- a) Securing the immediate safety of learners involved in an incident and sourcing support for other young people affected.
- b) Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- c) ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.

- d) Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
- e) Not promising confidentiality as it is highly likely that information will need to be shared with others.

5. Children in need of specific or additional external support or about whom staff have concerns

- 5.1 Support and interventions are required not just for children at risk of abuse but also for those in need of additional support from external agencies including inter-agency working to provide early help for children in need.
- 5.2 Children may have a variety of needs, for example, mental health concerns; missing education; self harming; SEND and/or medical needs; eating disorders. The school aims to address, alleviate and resolve such matters alongside appropriate external agencies.
- 5.3 Where there is a concern about a child (as opposed to a child being in immediate danger) there should be a conversation with the DSP and / or Deputies to agree a course of action with due regard to the referral thresholds of the LCSB.
- 5.4 Referrals are normally managed by the DSP and / or Deputies who will contact the relevant local agencies when a child is identified as being in need of additional support. However, anyone may make a referral, informing the DSP and / or Deputies as soon as possible. Wherever possible and dependent upon the guidance received from local LCSB the parents, carers or guardians of the child concerned will be involved in the referral and the resolution of any concerns.
- 5.5 The local services are advised to make a decision on the course of action to be taken and to communicate this to the referrer within one working day of the referral being made. If the information is not forthcoming, then the matter should be followed up immediately by the DSP and / or Deputies.
- 5.6 If, after a referral the situation does not appear to be improving, the DSP and / or Deputies or the person who made the referral should press for reconsideration to ensure that their concerns are addressed effectively so that the child's situation improves.
- 5.7 Where early help or other support is appropriate, the case should be kept under constant review and the DSP and / or Deputies should support the staff in liaising with other agencies and setting up an inter-agency assessment as appropriate. If the child's situation does not appear to be improving, then consideration should be given to referring the case to children's social care.
- 5.8 Where a child goes missing from education either for a period of 10 school days or for fewer days but regularly or as otherwise directed by the local agencies, the school will be alert to possible reasons for this including abuse, child sexual exploitation, travelling to conflict zones, FGM and forced marriage and will refer all such concerns to the relevant local agencies.
- 5.9 All concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. The DSP and / or Deputies will advise on the recording requirements. The record will be kept by the DSP.

6. The Prevent Duty

- 6.1 The DSP, as Prevent Duty Officer for the school as a whole receives appropriate training, in accordance with the current KLS (including higher level Prevent awareness training and identifying children at risk of radicalisation and being drawn into terrorism) carried out at least every two years in order to:
- a) Provide advice and support to other members of staff, including the others with DSP or deputy DSP responsibilities, on protecting children from radicalisation.
 - b) Equip staff through Prevent, Channel and other appropriate training to identify and assess children at risk of being drawn into terrorism and to challenge extremist ideas.
 - c) Ensure that teachers are aware of the clear procedures in place for protecting children at risk of radicalisation.
 - d) Liaise with those responsible for PSHE, assembly and other appropriate curricular programmes actively to promote British values and to teach pupils about the dangers of radicalisation and extremism.
 - e) Ensure that visiting speakers are appropriately checked before being allowed to speak to children, that any such speaker's identity is checked on arrival in the school, is supervised during their visit, and who will not be allowed to promulgate extremist views during that visit.
 - f) Liaise with those responsible for the school's electronic systems seriously to limit through appropriate filtering mechanisms the scope for access through these systems to any website or Internet source deemed problematic from a Prevent perspective.

7. Designated Safeguarding Person (DSP) and Deputy DSP responsibilities

- 7.1 Normally safeguarding concerns for each part of the school should be referred to and managed by the DSP and / or Deputies, liaising with the nominated governor(s), Head and other members of the senior leadership as appropriate.
- 7.2 The DSP and / or Deputies are members of the school's leadership team with the status and authority to carry out the duties required of them. Their duties are focused upon the Senior and Prep parts of the school respectively, although they work as a team and support each other.
- 7.3 The DSP and / or Deputies will ensure that every member of the school and its community understands that safeguarding and the welfare of children is everyone's responsibility.
- 7.4 The DSP and / or Deputies will centre their attention on the needs of the children at the school and will consider at all times what is in their best interests.
- 7.5 A detailed list of responsibilities for the DSP is given in the Appendices. In brief: these responsibilities cover the following safeguarding areas:
- a) Children in need: concerns should be referred to children's social care as soon as possible, normally by the DSP and / or Deputies; where the identification of need is clear then this referral should take place within 24 hours; in cases where there is doubt about the need then the DSP and / or Deputies should take advice from the LSCB about how best to proceed.
 - b) Children at risk: concerns should be referred to children's social care immediately, and certainly within 24 hours, normally by the DSP and / or Deputies. Where someone other than the DSP makes the referral, the DSP should be informed as soon as possible.

- c) Children abused by other children: concerns should be referred to children's social care immediately and within 24 hours, normally by the DSP and / or Deputies. Where someone other than the DSP makes the referral, the DSP should be informed as soon as possible.
- d) Children missing from education: all concerns (noting 5.8 above) will be reported to the relevant local agencies; in all cases of doubt the relevant local agencies will be contacted for guidance. Such reports will also be made when a child is about to be deleted from the admission register for whatever reason. The school will refer to the DfE guidance for local authorities if a parent indicates they will be electing for home education (EHE) for their child and the relevant LEA will be notified.
- e) Providing guidance for any member of staff or volunteer who has concerns about any other member of staff or volunteer.
- f) Oversight of and responsibility for the online safety of pupils.
- g) Allegations against anyone working or volunteering at the school must be referred to social services immediately and within one working day, normally by the DSP and / or Deputies (unless subject to the allegation themselves in which case the protocols set down in section 14 below should be followed).
- h) Seeking confidential (no-names basis) guidance from social services in those cases where there is any uncertainty relating to such an allegation.
- i) If a crime may have been committed, the matter should be reported to the police, normally by the DSP and / or Deputies unless subject to the allegation themselves, in which case the matter will be handled in accordance with the protocols established in section 14 below.
- j) Training and general awareness: helping to ensure that all staff, volunteers and governors receive appropriate safeguarding training and guidance, updated as required.
- k) Specifically ensuring that members of staff, volunteers and governors are fully aware of how they should act should a child make a safeguarding disclosure or should they have a concern about a child.
- l) Maintaining written records for all individual cases of all communications, discussions, and decisions and the reasons for these decisions.

8. Responsibilities of Governors

- 8.1 The governors have corporate responsibility for all safeguarding matters relating to the pupils of the school.
- 8.2 Governors have specific responsibilities for: ensuring that all staff and those working in the school (teaching, non-teaching, contractors, agency staff and volunteers) are informed of the content and have achieved a secure understanding both of this policy and of Keeping Learners Safe; checking the staff's understanding and implementation of the policy and Keeping Learners Safe; and ensuring that all staff are aware of the referral process and how to implement safeguarding protocols.
- 8.3 Governors will promote a climate in which the best interests of the child are paramount and in which it is understood that safeguarding is the responsibility of all.
- 8.4 To these ends:

- a) They shall ensure that this policy is reviewed in detail and approved by them at least annually
- b) They shall monitor the policy, procedures and the efficiency with which they are implemented. c)

They shall ensure that there are clear job specifications for the DSP and / or Deputies

- d) They shall ensure that all those working in the school understand their own safeguarding duties and responsibilities.
- e) They shall nominate from amongst their number governor(s) to liaise with senior leadership of the school and with the DSP and / or Deputies on matters relating to safeguarding.
- f) They shall authorise the nominated governor(s) and in their absence the chair of governors to liaise directly with outside agencies in the event of a safeguarding-related allegation against the Head.
- g) They shall receive from the DSP and Deputies a safeguarding report at each meeting of the governors.
- h) The nominated governor(s) should feedback from the safeguarding report to the Education Committee.
- i) They shall receive appropriate and regular training to assist them in the proper fulfilment of their corporate responsibilities for safeguarding.
- j) They shall receive appropriate safeguarding induction training.
- k) They shall ensure that arrangements are in place so that there is always a member of staff with appropriate training and status on site during the working day to deal with safeguarding matters.
- l) They shall ensure that at least one of the Head and the DSP attends any formal meeting of governors at which safeguarding matters are discussed.

9. Safer recruitment, the Single Central Register and visitors

- 9.1 Rougemont School follows the DfE's recommendations for the safer recruitment and employment of those staff and volunteers who work with or nearby children and acts at all times in compliance with ESTYN Regulations. The school operates safer recruitment procedures including required pre appointment checks on teaching and non-teaching staff, volunteers, governors, supply staff, staff of contractors and other individuals, in accordance with the school's Safer Recruitment Policy.
- 9.2 At least one member of any appointment panel will be trained in safer recruitment.
- 9.3 In line with the DfE's current guidance Keeping Learners Safe, the School prevents people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required.
- 9.4 Our safeguarding checks apply to all those who may be in contact with or work nearby children: teaching and non-teaching staff – full-time, part-time and temporary – peripatetic musicians, sports coaches, counsellors, contractors employed by the school directly, volunteers, governors, visiting speakers and anyone else with access to the pupils of the school.

- 9.5 A Single Central Register (SCR) of appointments is rigorously maintained. All employees, governors, supply staff, volunteers and others working within the school are checked in accordance with the full requirements of the SCR before starting work and the details of these checks are recorded in the SCR.
- 9.6 Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation such as a supply agency or activities provider and working with the school's pupils at school. Appropriate supervision is always in place whenever needed.
- 9.7 Through risk assessments the school also ensures that appropriate checks have been made upon the staff of other organisations working with our pupils on external trips and visits.
- 9.8 In any case where the required documentation is unavailable or checks have not been completed prior to the starting date for any member of staff or other adult who may have access to children, then a risk assessment will be carried out to determine the appropriate course of action, e.g. allowing appropriately supervised access for a specified period or postponing the starting date.
- 9.9 Appropriate safeguarding and Prevent Duty checks, including appropriate background checks, upon visiting speakers and other visitors will be made and recorded; see [Appendix 3](#).

10. Responsibilities of all staff and volunteers

- 10.1 Safeguarding is everyone's responsibility. It applies to all who work or volunteer, or learn, or supply services to our school.
- 10.2 All staff will read and understand the statutory guidance Keeping Learners Safe.
- 10.3 In addition to this all staff will be aware of the systems in place which support safeguarding including; reading this Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct)
- 10.4 All staff and volunteers have a responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This includes a duty to act upon any suspicion, concern or disclosure that may suggest that a child is in immediate danger, at risk of significant harm and/or in need of support services.
- 10.5 When implementing our safeguarding policy full and accurate records must be kept. All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing and stored confidentially on our Management Information System (MIS), including any referrals.
- 10.6 All pupils have their own separate file either as hard copy in a secure filing cabinet, or within our MIS. Records include:
- a) Clear and comprehensive summary of the concern
 - b) Details of how the concern was followed up and resolved
 - c) A note of any action taken, decisions reached and the outcome
- 10.7 To promote a child's welfare and prevent issues escalating we will:
- a) Listen to the views of the child
 - b) Reassess concerns when situations do not improve

c) Share information with the right people and in a timely fashion

d) Challenge those who appear not to be taking action

10.8 All should have a clear awareness of the different forms of and indicators of abuse

10.9 All should be aware that behaviours such as those linked to drug taking, alcohol abuse, truanting, and sexting put children in danger

10.10 All should be aware that safeguarding issues may manifest themselves via 'peer on peer abuse'. This may well include but is not limited to: bullying (including cyber bullying), gender based violence or sexual assaults and sexting; see Section 4 above. If a child is at risk of significant harm from a peer, the LCSB will be contacted immediately.

10.11 As well as having a clear awareness of the different forms and signs of abuse, all should demonstrate an awareness of the dangers of: extremism and radicalisation, child sexual exploitation, female genital mutilation, and forced marriage.

10.12 All staff will know how to contact the DSP and / or Deputies, the Chair of Governors, and Governor responsible for safeguarding.

10.13 All staff will be able to identify vulnerable pupils and take action to keep them safe. Information or concerns about pupils will be shared with the DSP and / or Deputies where it includes those:

a) who need a social worker and may be experiencing abuse or neglect

b) requiring mental health support,

c) may benefit from early help

d) where there is a radicalisation concern

e) where a crime may have been committed

10.14 All staff will be clear as to the school's procedures with regard to child on child abuse

10.15 Any member of staff or volunteer should immediately report instances of actual or suspected child abuse or neglect to the DSP and / or Deputies even where they make a referral themselves – unless a member of the Safeguarding Team is implicated in any disclosure or allegation, in which case they should follow the guidance given in section 13.

10.16 All staff and volunteers should refer any concern about another member of staff or volunteer to the Head. In the absence of the Head, reports must be made to the Chair of Governors directly and the Head informed as soon as is practicable. Specific allegations should be dealt with in accordance with section 13

10.17 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. They should also have confidence that all such concerns will be taken seriously by the governance and senior leadership of the school. The school's Whistleblowing Policy provides guidance as to how such concerns may be raised.

- 10.18 Where that confidence is lacking or they feel unable to raise an issue with the school directly, staff and volunteers should follow the guidance given under whistleblowing (section 1.6)
- 10.19 Additionally, all staff and volunteers are expected to make themselves available for appropriate training and to read both this policy and relevant sections of the current edition of Keeping Learners Safe.
- 10.20 Appropriate training including refresher training will be provided for all members of staff and volunteers in regulated activity at least every two years. It is also recognised that dealing with safeguarding issues can impact upon the wellbeing of staff and de-briefing with the safeguarding team is encouraged.

11. Guidance to staff and others within the school community

11.1 If a child makes a disclosure relating to a safeguarding matter, then the following strict guidance should be followed:

- a) Listen sensitively to what the child has to say and take them seriously.
 - b) If there is a need for medical attention, seek assistance without delay.
 - c) Do not promise confidentiality.
 - d) Record carefully – as much as possible in the actual words of the child – what is said relating to the disclosure.
 - e) Do not ask leading questions.
 - f) Do not attempt to put words in their mouths.
 - g) Do not ask questions other than to clarify what is being said.
 - h) Do not ask the child to repeat all or part of their disclosure other than to clarify what is being said, understanding that being asked to restate their disclosure repeatedly will put the child under undue stress.
 - i) Do not attempt to investigate the disclosure or to contact in any way any person mentioned in the disclosure.
 - j) Acknowledge how difficult it must have been for the child to speak and reassure them that you will ensure that the matter is now dealt with.
 - k) When the child has finished speaking, do not leave the child alone. Call for immediate assistance from the DSP and / or Deputies or follow the procedures for allegations against staff, volunteers, and governors in Section 13. The DSP and / or Deputies (or other responsible person within the scope of this policy) will then deal with the matter.
 - l) Sign (with time and date) all notes made and give them, in person, to the DSP and / or Deputies
 - m) Do not speak to anyone about the fact or content of the disclosure without the full written authority and on the written direction of the DSP and / or Deputies and / or Head
- 11.2 The above strict guidance relates to any disclosures involving events within or outside the school or concerning adults or other children.

- 11.3 Although referrals are normally managed by the DSP and / or Deputies, as already pointed out, anyone may make a referral if necessary using the external contact details in Section I; but if so, then the DSP should be informed of the referral as soon as possible.
- 11.4 As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
- 11.5 Wherever possible, staff should avoid behaviour, which might be misinterpreted by others, and report either to a DSP and / or Deputies, or to a member of the senior leadership and record any incident with this potential. Staff should refer to the school's Staff Handbook, which also includes its Social Media Policy.

12. Training and Induction: DSP and Deputies, staff, and volunteers

- 12.1 The DSP and / or Deputies will receive training at least every two years on inter-agency work as well as additional updates through school-centred and external training.
- 12.2 All those new to working in the school either as a member of staff, contract or supply worker, or volunteer will receive induction training which will include familiarisation with and a secure understanding of at least the following policies and procedures. In particular staff will be provided with:

- a) This Safeguarding Policy (which includes the protocol for Children Missing in Education and the role of the DSP and Deputies)
- b) The Staff Code of Conduct including protocols on acceptable use of IT and social media contact with pupils and guidance on staff/pupil social contact
- c) The school's Behaviour Policy for pupils
- d) The school's Whistleblowing Policy
- e) Reference to Keeping Learners Safe and Wales Safeguarding Procedures

Induction training will also cover:

- a) The school's Anti-Bullying and E-Safety Policies
- b) The school's Prevent strategies including guidance as to how children at risk of radicalisation may be identified

- 12.3 All those working in the school either as a member of staff or volunteer will receive further training no less frequently than every two years to ensure that safeguarding issues remain uppermost in their thinking and to highlight any specific changes which impact upon the safeguarding policies and practices of the school.
- 12.4 In addition to any formal training, all those working in the school in any capacity will receive regular safeguarding and child protection updates including Prevent and on-line safety, for example by email

bulletins and through staff meetings, at least annually to provide them with the relevant skills and knowledge to safeguard children effectively.

- 12.5 All those working within the school on a temporary basis will receive appropriate safeguarding guidance.
- 12.6 The staff standards of conduct contain guidance for staff about their behaviour and actions so as not to place pupils and staff at risk of harm or of allegations of harm to a pupil. This includes guidance on one to-one teaching and trips and visits away from the school itself.

13. Referrals to Children's Services, allegations against any member of staff – whether permanent or temporary, contractors, agency staff, volunteers, DSP and Deputies, governors or anyone else coming into close contact with our pupils

- 13.1 This applies where an adult within the school community has behaved in a way that has harmed a child; or may have harmed a child or may pose a risk of harm to a child; or possibly committed a criminal offence against or related to a child.
- 13.2 Where it is a child who makes the allegation, then the protocols given in Section 12 above guiding members of staff in how they should respond to a disclosure from a child should be followed, with the variations set down below.
- 13.3 Allegations concerning all other than the Head are to be reported to the Head, who will immediately contact to discuss the allegation.
- 13.4 Allegations concerning the DSP and / or Deputies are to be reported straight away to the Head without informing the DSP and / or Deputies. The Head will immediately contact the LCSB to discuss the allegation.
- 13.5 Allegations concerning the Head are to be reported straight away to the Chair of Governors without informing the Head. The Head will immediately contact the LCSB to discuss the allegation.
- 13.6 Allegations concerning the governors other than the Chair are to be reported straight away to the Chair without informing the governor concerned. He will immediately contact the LCSB to discuss the allegation.
- 13.7 Allegations concerning the Chair of Governors are to be reported straight away to the Head (or in her absence the nominated governor(s) for safeguarding) without informing the Chair. The Head will immediately contact the LCSB to discuss the allegation.
- 13.8 In each case above, the LCSB will be given sufficient detail to allow them to consider the nature, content and context of the allegation and to agree a course of action including any involvement of the police. The police will be informed if a criminal offence is alleged.
- 13.9 Guidance will be sought from the LCSB and/or police to enable the school to make a decision about whether or not the person against whom an allegation has been made should be allowed to remain on school premises and if so what if any conditions should apply.
- 13.10 Appropriate support will be provided for any children involved in the allegation and for their

families.

- 13.11 Appropriate support will be offered to the person against whom an allegation has been made.
- 13.12 No internal investigation should take place unless and until authorised by the LCSB.
- 13.13 Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed:
- a) General guidance can be found at: [UK Government Advice on Whistleblowing](#)
 - b) 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 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk
- 13.14 Low level concerns - this should be read in conjunction with the Staff Code of Conduct and Keeping Learners Safe. A low-level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section.
- a) Reports should be made to the DSP and / or Deputies (or the Head if it is regarding the Safeguarding Team). Rougemont School creates an environment where staff are encouraged and feel confident to self- refer where they have found themselves in a situation.
 - b) The DSP team will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
 - c) Review and correct any deficits in the setting's safeguarding system.

14. Referrals to Disclosure and Barring Service (DBS)

- 14.1 The school will report promptly and within five working days to the Disclosure and Barring Service (DBS), any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had she or he not left earlier).
- 14.2 Where a teacher has been dismissed for misconduct (or would have been dismissed had she or he not resigned first), taking full account of statutory guidance the school will give due consideration to making a referral to the DBS.

15. Educating pupils about safeguarding, dangers of the internet and radicalisation

- 15.1 Rougemont School is dedicated to ensuring that pupils are taught about safeguarding, including online safety. This is part of a broad and balanced curriculum. The school's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all

non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our Behaviour Policy and in enforcing our Anti-Bullying Policy.

- 15.2 The following programmes will be used to ensure that pupils develop a clear understanding both of safeguarding issues and of the dangers of radicalisation and what they may do to play their part in ensuring their welfare and safety and in building resilience against the dangers posed for example by the internet and by radicalisation:
- a) Working within statutory guidance in respect to Relationship, Sex and Health Education
 - b) Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying.
 - c) Appropriate filters and monitoring systems are in place to ensure that ‘over- blocking’ does not lead to unreasonable restrictions as to what pupils can be taught with regard to online teaching and safeguarding.
 - d) The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the DSP and safeguarding team (e.g. to respond to an increase in bullying incidents).
- 15.3 The PSHE programme covers other issues that play a part in safeguarding children. As well as covering anti-bullying, cyber safety and the issue of radicalism and extremism, other issues such as mental health and body image are also covered in a structured programme.
- 15.4 Additionally, whenever appropriate subjects in the curriculum and extra-curricular activities will be used to reinforce the messages given. Assemblies, English, History, Drama and RE lessons provide opportunities to promote tolerance and mutual respect and understanding.
- 15.5 We recognise that pupils themselves have much to contribute to the discussion of the issues which face them and the school, so we welcome their views and provide opportunities for them to discuss these for example through the school council, in lessons or in small group or individual sessions.
- 15.6 All pupils know that there are adults to whom they can turn to if they are worried, including the school counsellor, and other support staff. If the school has concerns about a child, there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions.

Our support to pupils includes the following:

- a) The school planner contains guidance on where to turn for advice both in and out of school, including confidential helplines and web addresses for external specialists such as ChildLine.
- b) We operate a peer-counselling scheme, whereby trained older pupils are encouraged to offer advice and support to younger pupils.
- c) We provide leadership training to our Prefect team, which specifically covers child protection issues, and the importance of offering support and assistance to younger and to vulnerable pupils.
- d) Pupils have the opportunity to inform the curriculum via discussions with the pupil council, by discussion in Forms, and during PHSE.

- e) We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the school's guidelines in this area. This includes guidance on educating pupils to stay safe including e-safety and online protection.
- f) We outreach to professionals who can offer support to pupils (and staff).

15.7 Online safety is an integrated and interwoven theme with other safeguarding considerations. It is essential that the Safeguarding team take a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in the setting who may have more technological expertise, such as the IT manager.

a) Rougemont School is committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

b) Ensuring that online safety is covered in relevant policies and procedures.

c) Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for learners.

d) Acknowledging that child on child abuse can happen via mobile and smart technology between individuals and groups.

e) The effectiveness of the setting's ability to safeguard learners in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually.

15.8 The School aims to protect and educate the whole School community in their use of technology and to establish mechanisms to identify, intervene and escalate any incident as appropriate. The breadth of risk can be categorised into four areas:

a) Content: being exposed to illegal, inappropriate or harmful material. For example, fake news, pornography, racism, radical extremist views, misogyny, self-harm, suicide, anti-Semitism, or extremism.

b) Contact: being subjected to harmful online interactions with other users. For example: commercial advertising, adults posing as children or young adults, peer-to-peer pressure.

c) Conduct: personal online behaviour that increases likelihood of or causes harm. For example, making, sending, and receiving explicit images (consensual or non-consensual sharing of nude or semi-nudes), online bullying.

d) Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

16. Policy review

16.1 This policy is subject to continuous monitoring, refinement and audit by the Head and Safeguarding Team taking into account the need to ensure that all members of the school community are made aware of and implement as required any amendments.

16.2 The governors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing.

- 16.3 This policy will be reviewed and amended more frequently if changes in legislation, regulatory requirements or best practice guidelines so require. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.
- 16.4 Any child protection incidents at the school will be followed by a review of these procedures by the DSP and / or Deputies, and a report made to the Governing Body. Where an incident involves a member of staff, LCSB will assist in this review to determine whether any improvements can be made to the school's procedures.
- 16.5 The school monitors and evaluates its Safeguarding policy and procedures through the following activities:
- a) Governing body visits to the school
 - b) Senior leadership team discussion sessions with children and staff
 - c) Pupil questionnaires
 - d) Frequent scrutiny of attendance data
 - e) Regular analysis of a range of risk assessments
 - f) Frequent scrutiny of governing body meeting minutes
 - g) Logs of bullying and/or racist behaviour incidents are reviewed regularly by the Senior Leadership Team and the governing body
 - h) Regular review of parental concerns and parental questionnaires
 - i) Regular review of the use of pupil-specific leisure rooms and clubs at lunchtime and after school
 - j) Regular review of training offered to staff, including e-safety training.

17. Equality

- 17.1 The school and governors must take into account the Equality, Opportunities and Disability Policy when discharging their duties under this policy.

18. Complaints

- 18.1 Any complaint arising from the application of this policy should be directed in the first instance to the

DSP and Deputies. Should the complainant be dissatisfied with the response given then they should follow the school's complaints procedures.

Appendix I: Information on types and signs of abuse

NB: where lists of possible indicators are provided, these are not meant to be exhaustive of all possibilities.

Physical abuse

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

Physical signs to look out for include:

- Injuries, which the child cannot explain, or explains unconvincingly.
- Injuries, which have not been treated or treated inadequately.
- Injuries on parts of the body where accidental injury is unlikely, such as the cheeks, chest or thighs.
- Bruising which reflects hand or finger marks.
- Cigarette burns, human bite marks.
- Broken bones (particularly in children under the age of two).
 - Scalds, especially those with upward splash marks where hot water has been deliberately thrown over the child, or 'tide marks' – rings on the child's arms, legs or body where the child has been made to sit or stand in very hot water.

Behavioural signs to look out for include:

- A child who is reluctant to have parents/carers contacted.
- Aggressive behaviour or severe temper outbursts.
- A child who runs away or shows fear of going home.
- A child who flinches when approached or touched.
- Reluctance to get undressed for sporting or other activities where changing into other clothes is normal.
- Covering arms and legs even when hot.
- Depression or moods, which are out of character with the child's general behaviour.
- Unnaturally compliant behaviour towards parents/carers or carers.

Emotional abuse

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

Physical signs to look out for include:

- A failure to grow or to thrive (particularly if the child thrives when away from home).
- Sudden speech disorders.
- Delayed development, either physical or emotional.

Behavioural signs to look out for include:

- Compulsive nervous behaviour such as hair twisting or rocking.
- An unwillingness or inability to play.
- An excessive fear of making mistakes.
- Self-harm or mutilation.
- Reluctance to have parents/carers contacted.
- An excessive deference towards others, especially adults.
- An excessive lack of confidence.
- An excessive need for approval, attention and affection.
- An inability to cope with praise.

Sexual abuse

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

Physical signs to look out for include:

- Pain, itching, bruising or bleeding in the genital or anal areas.
- Any sexually transmitted disease.

- Recurrent genital discharge or urinary tract infections without apparent cause.
- Stomach pains or discomfort when the child is walking or sitting down.

Behavioural signs to look out for include:

- Sudden or unexplained changes in behaviour.
- An apparent fear of someone.
- Running away from home.
- Nightmares or bed-wetting.
- Self-harm, self-mutilation or attempts at suicide.
- Abuse of drugs or other substances.
- Eating problems such as anorexia or bulimia.
- Sexualised behaviour or knowledge in young children.
- Sexual drawings or language.
- Possession of unexplained amounts of money.
- The child taking a parental role at home and functioning beyond their age level.
- The child not being allowed to have friends (particularly in adolescence).
- Alluding to secrets, which they cannot reveal.
- Telling other children or adults about the abuse.
- Reluctance to get undressed for sporting or other activities where changing into other clothes is normal.

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.

Physical signs to look out for include:

- Being constantly hungry and sometimes stealing food from others.
- Being in an unkempt state; frequently dirty or smelly.
- Loss of weight or being constantly underweight.
- Being dressed inappropriately for the weather conditions.
- Untreated medical conditions – not being taken for medical treatment for illnesses or injuries.

Behavioural signs to look out for include:

- Being tired all the time.
- Frequently missing school or being late.
- Failing to keep hospital or medical appointments.

- Having few friends.
- Being left alone or unsupervised on a regular basis.
- Compulsive stealing or scavenging, especially of food.

Child sexual exploitation

This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not necessarily exhibit any external signs of this abuse. Child sexual exploitation may be entirely on-line or on-line to facilitate off-line abuse. Child sexual exploitation may be perpetrated by adults or by other children (peer on peer abuse).

Possible signs of child sexual exploitation include:

- Living in a chaotic or dysfunctional household
- History of abuse
- Gang association either through relatives, peers, intimate relationships or neighbourhood
- Lacking friends from the same age group
- Having difficulties coming to terms with their sexual orientation or unable to disclose sexual orientation to their families
- Learning disabilities
- Young carer or recent bereavement or loss
- Low self-esteem or self-confidence
- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Poor mental health
- Self-harm or thoughts of or attempts at suicide

Rougemont School will ensure that early help intervention is provided as soon as a concern of exploitation is identified. Discussion and advice will be sought from targeted services to consider what support may be available.

If the pupil is at risk of CSE or there is intelligence which indicates that the pupil or peer group are at risk of CSE, Rougemont School will share information with Gwent Police (see below) or the National Crime Agency (0370 496 7622) who can advise and support settings to manage risk. Targeted support may be available to disrupt pupils from getting involved with criminality.

<https://www.gwent.police.uk/advice/advice-and-information/caa/child-abuse/advice-for-parents-and-guardians/>

<https://www.gwent.police.uk/advice/advice-and-information/cl/county-lines/>

Domestic Abuse

Operation Encompass <https://www.operationencompass.org/police-participation> is a national operation where local police forces notify when the police are called to an incident of domestic abuse. Gwent Police will notify education settings whenever they have responded to a domestic abuse incident. This will enable the school to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes.

Under the current information sharing protocol, the school is not permitted to share this information without seeking consent from Gwent police in case this can put a victim and pupils at further risk of harm. The only exception to this is when information is shared with a new education setting (part of statutory duties in relation to transfer of the Safeguarding/ Child Protection file, Keeping Learners Safe). Additional instructions around this are sent out with every single notification.

Rougemont School will promote an open culture of safeguarding to enable pupils and families to disclose and feel safe to talk about their experiences and what support may be required.

Honour-Based Violence (HBV) and Female Genital Mutilation (FGM)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed supposedly to protect or defend the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM, or indeed any form of HBV. There is a range of potential indicators that a child or young person may be at risk of FGM or of a forced marriage, which individually may not indicate risk but if there are two or more indicators present, this could signal a risk to the child or young person.

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

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

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

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

Possible indicators of FGM include:

- A female child is born to a woman who has undergone FGM
- A female child has an older sibling or cousin who has undergone FGM
- A female child's father comes from a community known to practise FGM
 - The family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children.
- A woman/family believe FGM is integral to cultural or religious identity.
- A girl/family has limited level of integration within UK community.
 - Parents/carers have limited access to information about FGM and do not know about the harmful effects of FGM or UK law.
 - A girl confides to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
 - A girl talks about a long holiday to her country of origin or another country where the practice is prevalent.
- Parents/carers state that they or a relative will take the girl out of the country for a prolonged period
- A parent or family member expresses concern that FGM may be carried out on the girl
- A family is not engaging with professionals (health, education or other)
- A family is already known to social care in relation to other safeguarding issues
 - A girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
 - A girl talks about FGM in conversation, for example, a girl may tell other children about it: so it is important to take into account the context of the discussion.
- A girl from a practising community is withdrawn from RSHE education or its equivalent.
- A girl is unexpectedly absent from school.
- A girl has attended a travel clinic or equivalent for vaccinations and/or anti-malarials.

Children Missing from Education

A child who goes missing from education is a potential indicator of abuse and neglect. All staff should be aware of the procedures, which are used for searching for and reporting any pupil missing from school. The school will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. In some circumstances, the school has a legal duty to report absences to the Local Authority.

We have put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. The school has an admission register and an attendance register. All pupils must be placed on both registers.

We will inform our local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents/carers and are being educated outside the school system e.g. home education.
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered.
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period, or
- have been permanently excluded.

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

Child on Child abuse (formerly Peer on Peer abuse)

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Staff must recognise that peer on peer abuse is abuse and should ever be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Child on child abuse is often gender related with girls more likely to be victims and boys more likely to be perpetrators but all child on child abuse is unacceptable and will be treated seriously.

Rougemont School is committed to undertaking the following:

- Early identification of vulnerability to peer on peer harm by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.
- Securing the immediate safety of pupils involved in an incident and sourcing support for other young people affected.
- If a disclosure is made – staff will listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- Those who experience abuse will never be given the impression that they are creating a problem by reporting, nor will those who experience abuse ever be made to feel ashamed for making a report.
- The child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
 - The need to not promise confidentiality should be considered as it is very likely that information will need to be shared with others.
- When an incident of sexual violence and sexual harassment occurs, reference to guidance [Sexual violence and sexual harassment between children in schools and colleges 2018](#) should be made in relation to taking protective action. These incidents must be reported immediately to the DSP and / or Deputies

who will undertake further assessment of what action should be taken proportionate to the factors that have been identified. The Brook - Sexual Behaviours Traffic Light Assessment Tool should be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from Be Safe.

- The DSP and / or Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies.
- When the children involved require a statutory assessment either under s.17 or s.47 of the Children Act 1989 a referral to social care should be undertaken.
- Where the report includes an online element, being aware of searching, screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- If the incident constitutes towards a criminal offence, the setting will liaise with the police.
- The DSP team will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.

Sexual violence and sexual harassment between children in schools and colleges

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and /or sexual violence.¹⁰⁸ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the school guidance on dealing with such disclosures and contact the DSP immediately.

Serious Youth Violence

It is important to note that should a weapon be used or there is threat of use, the police should be called immediately.

- Whilst it is acknowledged that the decision to exclude remains with the Head/principal it is recommended that consultation with the relevant Police support/LCSB is made so as not to further put the child at further risk of harm if they are excluded.
- Alternatives to exclusions should be considered first in recognition that by doing so a learner may be at further risk of harm out in the community.

Mental Health and Wellbeing

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Rougemont School will commit to undertake the following:

- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.
- Staff will follow a safeguarding process in terms of reporting concerns so the DSP and / or Deputies can assess whether there are any other vulnerabilities that can be identified.
- Staff will ensure the immediate health and safety of a pupil who is displaying acute mental health distress. This may require support from emergency services via 999 if the pupil is at risk of immediate harm.
- The DSP and / or Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies.
- Rougemont School will communicate and work with parents to ensure that interventions are in the best interests of the child.
- The DSP and / or Deputies will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – the DSP and / or Deputies, and the Senior Leadership Team should be able to access specialist advice through targeted services or through their local Child and Adolescent Mental Health Service (CAMHS)

Rougemont School will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for pupils to identify when they may need help, and also to develop resilience.

The school will take a 'whole school approach' to:

- deliver high quality teaching around mental health and wellbeing.
- having a culture that promotes mental health and wellbeing.
- having an environment that promotes mental health and wellbeing.
- making sure pupils and staff are aware of and able to access a range of mental health services · supporting staff wellbeing.

being committed to pupil and parent participation

Self-harm

Self-harm can take many physical forms, including cutting, burning, bruising, scratching, hair- pulling, poisoning and overdosing. There are many reasons why children and young people try to hurt themselves. In addition, once they start, it can become a compulsion. That is why it is so important to spot it as soon as possible and do everything you can to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions. It is a way of coping. So whatever the reason, it should be taken seriously. There are links between depression and self-harm. Quite often a child or young person who is self-harming is being bullied, under too much pressure to do well at school, being emotionally abused, grieving or having relationship problems with family or friends.

The feelings that these issues bring up can include:

- low self-esteem and low confidence
- loneliness
- sadness
- anger
- numbness
- lack of control over their lives

Often, the physical pain of self-harm might feel easier to deal with than the emotional pain that is behind it. It can also make a young person feel they are in control of at least one part of their lives. Sometimes it can also be a way for them to punish themselves for something they have done or have been accused of doing.

Physical signs of self-harm

These are commonly on the head, wrists, arms, thighs and chest and include:

- cuts
- bruises
- burns

- bald patches from pulling out hair.
 - Young people who self-harm are also very likely to keep themselves covered up in long-sleeved clothes even when it is really hot.

Emotional signs of self-harm

The emotional signs are harder to spot and do not necessarily mean that a young person is self-harming. However, if you see any of these as well as any of the physical signs then there may be cause for concern.

- depression, tearfulness and low motivation
- becoming withdrawn and isolated, for example wanting to be alone in their bedroom for long periods
- unusual eating habits; sudden weight loss or gain
- low self-esteem and self-blame
- drinking or taking drugs

Additional concerns: Bullying

Whilst bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable distress and/or anxiety. Explaining verbal or physical abuse away as being ‘banter’ is not acceptable. Indeed, in some cases bullying is potentially abuse and must be regarded in this light. Please refer to our Anti-Bullying policy for further information. Bullying behaviour can raise safeguarding concerns, and when it does so procedures in this policy will be followed.

Appendix 2: Looked After Children

If the school has Looked After Children (LAC) on its roll, then each child will have a designated member of staff who will liaise with local LCSB and be responsible within the school for monitoring the welfare and progress of the child within the context of a Personal Educational Plan for that child.

The school will cooperate with local LCSB with regard to the statutory guidance of the DfE document:

[Promoting the Education of Looked After Children.](#)

Appendix 3: Preventing Radicalisation - The Prevent Duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

We recognise that it is a key role of the school to support children and that school may provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils, which may indicate they are at risk of radicalisation.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found below.

The Department of Education Statutory Prevent Duty guidance can be accessed on:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The school uses an IT filtering system to ensure we keep children safe when they are accessing the internet at school.

The school will not permit entry to the school to any visitor with links to extremist organisations or who has expressed extremist views. All speakers, contractors and other visitors will be required to undergo an identity check on arrival and wear a visitor's badge. A member of staff will be assigned to supervise any visiting speaker. No unsupervised access to pupils will be permitted for any visitor or contractor. Speakers will provide prior to arrival at the school an outline of what ground they will be covering in their talk or presentation: this will not conflict with the school's aims and ethos nor undermine British values; if it does, the talk or presentation will not be allowed to go ahead. The assigned member of staff will interrupt and terminate any talk or presentation if it appears to deviate inappropriately from this outline and/or pose a risk under the prevent duty.

Visiting Speakers

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The school's responsibility to our pupils is to ensure that they can critically assess the information that they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The school undertakes a risk assessment and completes a checklist (see below) before agreeing to a visiting speaker being allowed to attend the school. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that where appropriate their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the school may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

Visiting speakers, whilst on the school site, will be supervised by a school employee. On attending the school, visiting speakers will be required to show original current identification document, including a photograph such as a passport or photo card driving licence. The school shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

A checklist is provided to assist those proposing to invite speakers to the school.

Signs of radicalisation include:

- Identity crisis - distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal crisis – family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends.
- Personal circumstances – migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet aspirations – perceptions of injustice; feeling of failure; rejection of civic life · Criminality – experiences of imprisonment; poor resettlement/ reintegration; involvement with criminal groups.

Questions to ask include:

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- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside the UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict.
- Has there been a significant shift in the young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the young person vocally support terrorist attacks; either verbally or in their written work?
- Has the young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?
 - Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate?
- Is there evidence to suggest that they are accessing the internet for the purpose of extremist activity?
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
 - Does the young person sympathise with, or support illegal/illicit groups e.g. in propaganda distribution, fundraising or attendance at meetings?
 - Does the young person support groups with links to extremist activity but not illegal/illicit? e.g. in propaganda distribution, fundraising or attendance at meetings?
 - Is there a pattern of regular or extended travel within the UK or abroad, with other evidence to suggest this is for purposes of extremist training or activity or to locations known to be associated with extremism?
- Does the young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the young person have any learning difficulties/ mental health support needs?
- Is the young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the young person have insecure, conflicted or absent family relationship.
- Has the young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
 - Is there evidence that a significant adult or other in the young person's life has extremist view or sympathies?

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.

- Significant changes to appearance and/or behaviour

Appendix 3.1: Visiting Speaker Checklist

Name of Speaker:	
Topic:	
Date of Visit:	

- Research the Speaker to ensure they are suitable for the audience.
- Agree clear content guidelines with the Speaker.
- Arrange for the Speaker to be met on arrival and returned to reception for departure.
- Arrange for appropriate supervision for the Speaker whilst in school.
 - Be prepared to interrupt the Speaker if they deviate from content and/or the content is a cause for concern (and pupils who ask leading/inappropriate questions).
- If applicable, arrange for invoices/expenses to be passed onto the bursary.

Signed (Organiser):	
Dated:	

Signed (DSP/SLT):	
Dated:	

Appendix 4: Disqualification from providing childcare or registration.

All staff in our school are required to notify the school immediately if there are any reasons why they should not be working with children.

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years' childcare, including before school and after school clubs, to children who have not attained the age of 8 and to those who are directly concerned in the management of that childcare.

The school takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the school immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the school immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff who are disqualified from childcare or registration, may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the Bursar for more details.

Appendix 5: Job description and context of operation for the Designated Safeguarding Person and Deputies

The Safeguarding Team comprises trained individuals and members of the senior leadership of the school. The DSP and Deputies will work as a team and take ultimate lead responsibility for safeguarding at the school including the online safety of pupils.

The DSP and Deputies have undertaken child protection training and training in inter-agency working and will attend refresher training at two-yearly intervals. In addition to this formal training, the DSP and Deputies will also update their skills and knowledge continually and at least annually through studying appropriate guidance from ESTYN, the local authority, the DfE and others with an interest in maintaining the highest possible standards of safeguarding, and through meeting with other DSPs and members of the local safeguarding community.

The DSP and Deputies will:

- Understand that the school has the duty to safeguard all children, whether they are children in need or children at risk, and that safeguarding is the responsibility of all at the school.

- Liaise effectively with the local authority and work with other agencies in accordance with <https://www.gov.uk/government/publications/working-together-to-safeguard-children-2>.
- Ensure that during term time either the DSP or an appropriately trained Deputy is always available on site.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
 - Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
 - Provide guidance for any member of staff or volunteer who has concerns about any other member of staff or volunteer.
 - Ensure that staff safeguarding training records are maintained and identify those in need of update or additional training; this record should include any informal (e.g. through emails, staff meetings, etc.) as well as formal training given.
- Be alert to the specific needs of children in need, those with special educational needs and young carers

Additionally, with regard to:

- Children in need: the DSP and Deputies will ensure that concerns should be referred to children's social care as soon as possible, normally by the DSP; where the identification of need is clear then this referral should take place within 24 hours; in cases where there is doubt about the need then the DSP and / or Deputies should take advice from the LCSB about how best to proceed.
- Children at risk: the DSP and Deputies will ensure that concerns should be referred to children's social care immediately. It should be noted that no child should be sent back into a place of potential danger or risk without receiving specific guidance from the LSCB. Where someone other than a member of the Safeguarding Team makes the referral, the DSP should be informed as soon as possible.

Children abused by other children: the DSP and / or Deputies will ensure that concerns should be referred to children's social care immediately and within 24 hours, normally by a member of the Safeguarding Team. Where someone other than a DSP makes the referral, a member of the Safeguarding Team should be informed as soon as possible.

- Children missing from education: the DSP and / or Deputies will ensure that all concerns (noting 4.4 above) will be reported to the relevant local agencies; in all cases of doubt, the relevant local agencies will be contacted for guidance. Such reports will also be made when a child is about to be deleted from the admission register for whatever reason.

The DSP and Deputies shall also:

- Keep detailed, accurate, secure written records of concerns and referrals. The school's records on child protection are kept securely and are separated from routine pupil records. Key staff in school will be informed if a pupil is placed on the Safeguarding Register.

- Pupils who have a safeguarding file in addition to their normal school file have a red sticker placed on the inside cover of their normal school file. A sibling of a pupil who has a safeguarding file will have a green sticker placed on the inside cover of their normal school file.
- Obtain access to resources and attend any relevant or refresher training courses;
 - Encourage among staff a culture of listening to children in any measures the school may put in place to protect them and to meet the requirements and procedures of the relevant Local Children's Safeguarding Board.
 - Report half-termly to the governors on the child protection issues outlined above. The DSP and / or Deputies will make prompt contact with the relevant LCSB where there are concerns that a child may be in need of help or is at risk of harm. The DSP and / or Deputies will also make prompt contact with the LCSB in relation to allegations against someone working at the school and/or the police if a criminal offence is suspected.
 - Liaise with the local authority when necessary and work with other agencies in line with Keeping Learners Safe and attend strategy meetings. The DSP and Deputies will work with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience to support pupils at risk of harm including emotional and intellectual harm via social media and use of the internet.
 - Receive focused training to support learning and understanding of the ever changing landscape of safeguarding which is underpinned by legislation and guidance and includes issues such as radicalisation. The focus is to support children in need through seeking early help and/or inter agency working, including using the Team around the Child Approach and/or the Single Assessment Framework.

The DSP and Deputies should note and where required act accordingly:

- Schools should be notified by children's social care when a child on the safeguarding register starts at the school, or if a pupil's name has been placed on the register, or if removed from the register. If a safeguarding file has been started for a child who then moves school, the entire contents of the file should be sent to the receiving school/college. The information should be sent under separate cover to the school file, in a sealed envelope to the Head, marked 'Strictly Confidential'.
- The DSP and Deputies should ensure that all information regarding any safeguarding concern is recorded and passed to them even where this does not result in a referral.
- The DSP and Deputies should ensure that access to safeguarding files is on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount.
- All information must be shared with children's social care and/or Police and Health, as appropriate, where there is concern that a child is at risk of significant harm. Safeguarding information should not ordinarily be shared with agencies other than these statutory agencies e.g. information should not be released to solicitors etc.
- Every new member of staff, including part-timers, temporary, visiting, volunteers and contract staff working in the school, receives appropriate induction training on their responsibilities in being alert to the signs of abuse, bullying or children at risk of radicalisation and on the procedures for recording and referring any concerns to the Safeguarding Team or the Head and, if required, to the main points of local

procedures. Child Protection training is also given to new governors and volunteers. The Head and all staff attend regular refresher training with the designated persons receiving training every two years. Training in child protection and safeguarding is an important part of the induction process. Training includes a review of the school's safeguarding policy including the staff code of conduct policy/behaviour policy, the school's whistleblowing policy, awareness training to equip staff to identify children at risk of being drawn into terrorism, the identity of the DSP and Deputies, and a current copy of Part 1 of KLS. Training also promotes staff awareness of child sexual exploitation, forced marriage and female genital mutilation. Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action without delay if such a practice is suspected.

Furthermore, the DSP and Deputies shall ensure that the following requirements and procedures are in place:

- All new staff must read and sign to confirm that they have read and understood the relevant school policies listed in our Induction procedures for New Staff.
- Allegations against anyone working or volunteering at the school must be referred to the SEWSCB immediately and within one working day, normally by the DSP or a Deputy unless subject to the allegation themselves in which case the protocols set down in section 13 above should be followed.
- Seeking confidential (no names basis) guidance from the LCSB in those cases where there is any uncertainty relating to such an allegation.
- If a crime may have been committed, the matter should be reported to the police, normally by the DSP or a Deputy unless subject to the allegation themselves. In which case the matter will be handled in accordance with the protocols established in section 13 below.
- Training and general awareness: helping to ensure that all staff, volunteers and governors receive appropriate safeguarding training and guidance, updated as required.
- Specifically ensuring that members of staff, volunteers and governors are fully aware of how they should act should a child make a safeguarding disclosure or should they have a concern about a child.
- Maintaining written records for all individual cases of all communications, discussions, and decisions and the reasons for these decisions.

Managing referrals

The DSP and Deputies are required to:

- a) Take lead responsibility for referring all cases of suspected abuse of any pupil at the school to children's social care.
- b) Take lead responsibility for referring to the LCSB all child protection concerns which involve a member of staff.
- c) Take lead responsibility for making referrals to the Disclosure and Barring Service (DBS) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child.

- d) Take lead responsibility for making referrals to the police where a crime may have been committed which involves a child.
- e) Liaise with the Head in respect of police investigations or investigations under section 47 of the Children Act 1989, which involve the school.
- f) Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Raising awareness

The DSP and Deputies shall:

- a) Ensure this Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this.
- b) Ensure this Policy is available publicly.
- c) Ensure that parents/carers are aware that referrals about suspected abuse or neglect may be made to children's social care and the school's role in this.
- d) Maintain links with the Local Safeguarding Children Board, and other external safeguarding providers.
- e) Ensure staff are aware of training opportunities and
- f) Maintain links with the local policies on safeguarding.
 - g) Where children leave the School, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.
 - h) Work with the senior leadership of the school to ensure that pupils are safeguarded from potentially harmful and inappropriate online material.
 - i) Work with the senior leadership to ensure that all pupils within the school develop a clear understanding of child protection matters and the parts they may play in promoting safeguarding throughout the school community.

Appendix 6: KLS Flowchart - Actions where there are concerns about a child.

In line with KLS we have written this protocol to clarify the steps that we take to check the suitability of host families. The intention behind this protocol is not to prevent staff undertaking valuable extra-curricular trips such as language exchanges or make them so administratively unwieldy that they are no longer viable. However, it is of course important to remember our obligations towards safeguarding our pupils.

Checks for host families for exchanges and trips abroad

If the school has power to terminate the host family arrangement, it is likely to amount to regulated activity and therefore an enhanced DBS check with barred list will be carried out. This will be the case even if the parents/carers select the host family. It is worth noting that in these circumstances, it is just the main care-giver in the family who is

required to be checked. Adults who are not care-givers are not required to be checked simply because they are present. In our view, it is not necessarily the case that the adult care-giver must be present in the home at all times during the stay, but clearly to be considered a "care-giver" they will need to be present for considerable periods in order to look after the child. A common sense approach will be taken. This will be a factor for consideration in a risk assessment, and the age of the child will be important in determining whether this is necessary. It is also something that will be referred to in any agreement with the parents/carers

Clearly where host families are overseas, it will not be possible to carry out DBS checks. In such circumstances, where possible we will seek reassurances from overseas partners to determine the suitability of host parents/carers, and we will always undertake a risk assessment. We will put an agreement in place with parents/carers to ensure they understand what checks or risk assessments the school has been able to undertake to support parental decisions if it is to be a private arrangement between families. Decisions to use host families will take account of relevant factors such as the length of the stay, knowledge of the family by a reputable overseas partner and the age of the pupils. We will also ensure that pupils are seen by a member of staff every day while away from home, have access to a mobile phone with signal and/or know who to contact and how, if they have any concerns about their own safety. These steps will be documented in the risk assessments for individual trips.

If the school is involved in the host family arrangement but does not have power to terminate it, then it is unlikely to amount to regulated activity and DBS checks do not need to be undertaken. To ensure there can be no doubt over this, we will enter into an agreement with parents/carers, which ensures absolute clarity. Parents/carers will be asked to sign an agreement which confirms that the hosting is a personal arrangement which the school does not have the right to terminate and also demonstrates that parents/carers are aware that the school has, therefore, not undertaken any checks on the host parents/carers.

If the arrangements are made directly by the parents/carers with no involvement by the school at all, this will be a private arrangement and therefore not regulated activity and no checks will be carried out by the school.

Appendix 8: Glossary of Terms

Source: Keeping Learners Safe & Rougemont Policies Index

<p>ACEs</p>	<p>Adverse Childhood Experiences (ACEs) are traumatic experiences that occur before the age of 18 and are remembered throughout adulthood. They include child maltreatment such as physical, sexual and verbal abuse and neglect, and wider experiences of household dysfunction, such as growing up in household affected by domestic violence, parental separation, alcohol and drug use, mental illness or parental incarceration.</p>
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Child	Section 175 of the Education Act 2002 and section 3 of the Social Services and Well-being (Wales) Act 2014 defines a child as a person under the age of eighteen.
Child at Risk	The Social Services and Well-being (Wales) Act 2014 defines a 'child at risk' as a child who: a) is experiencing or is at risk of abuse, neglect or other kinds of harm; and b) has needs for care and support (whether or not the local authority is meeting any of those needs).
Child Protection	Child protection is a part of safeguarding and promoting well-being. This refers to the activity that is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.
College	Means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992 and institutions designated as being within the further education sector.
Development	Physical, intellectual, emotional, social or behavioural development.
Education Setting	All schools and colleges as defined above, plus all other education settings including, but not exclusive to, funded non-maintained early years settings and work-based learning providers.
EOTAS	Education otherwise than at school (EOTAS) is an education provision to meet specific needs of pupils who, for whatever reason, cannot attend a mainstream or special school. In law, local authorities are responsible for providing these services.
Harm	Ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.
Health	Physical or mental health.
Neglect	The Social Services and Well-being (Wales) Act 2014 defines neglect as “a failure to meet a person’s basic physical, emotional, social or psychological needs, which is likely to result in an impairment of the person’s well-being (for example, an impairment of the person’s health or, in the case of a child, an impairment of the child’s development)”.

<p>Promoting the Well-being of Children</p>	<p>There is an overarching duty to seek to promote the well-being of people who need care and support and carers who need support. The Social Services and Well-being (Wales) Act 2014 defines well-being in relation to any of the following: a) physical and mental health and emotional well-being; b) protection from abuse and neglect; c) education, training and recreation; d) domestic, family and personal relationships; e) contribution made to society; f) securing rights and entitlements; g) social and economic well-being; and h) suitability of living accommodation.</p> <p>In relation to a child, 'well-being' also includes:</p> <p>a) physical, intellectual, emotional, social and behavioural development; and b) "welfare" as that word is interpreted for the purposes of the Children Act 1989.</p>
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<p>Pupil Referral Unit</p>	<p>A pupil referral unit (PRU) is a type of school established by a local authority that has a duty to provide suitable education for children and young people who, by reason of illness, exclusion or otherwise, may not receive such education in a mainstream school.</p>
<p>Safeguarding</p>	<p>Safeguarding means preventing and protecting children and adults at risk from abuse or neglect and educating those around them to recognise the signs and dangers.</p>
<p>School</p>	<p>All schools, whether maintained, funded non-maintained or independent schools, maintained nursery schools, and PRUs.</p> <p>The Education Act 2002 defines school functions in relation to a local education authority, meaning functions relating to: a) maintained schools. b) pupil referral units; or c) the provision of education for children of compulsory school age otherwise than at school.</p>
<p>Significant Harm</p>	<p>Section 31(10) of the Children Act 1989 states that 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child'.</p>
<p>Well-being</p>	<p>Section 2 of the Social Services and Well-being (Wales) Act 2014 defines well-being as including 'welfare' as that word is interpreted for the purposes of the Children Act 1989.</p>
<p>Work-based Learning</p>	<p>Work-based learning (WBL) includes apprenticeships and employability programmes that are funded or part-funded by the Welsh Government. For the purpose of this guidance, vocational learning and/or support programmes</p>

	that are part-funded through the Welsh European Funding Office should also be treated as WBL programmes.
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DSP	Designated Safeguarding Person
EHE	Elective Home Education
FGM	Female Genital Mutilation
FT	Form Tutor
HBV	Honour Based Violence
HoKS	Head of Key Stage
HSB	Harmful Sexual Behaviour
KLS	Keeping Learners Safe

LAC	Looked After Child
LEA	Local Education Authority
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning
LSCB	Local Safeguarding Children's Board
MIS	Management Information System
SEND	Special Educational Need
SEWSCB	South East Wales Safeguarding Children's Board
SMT/SLT	Senior Management/Leadership Team
UKCCIS	UK Council for Child Internet Safety

Safeguarding Policy Annex: Remote Working	
Applies to: All Employees	Category: Corporate

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Mr Andrew Bevan (Director of

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Mr Huw Singer (Director of Sixth

Head:

Mrs L Pritchard PA Vicky Mills, 01633 820166

ICT Security/Systems Queries/Concerns

Please raise queries through Main Reception: 01633 820800

Google Classroom/GSuite

Mr Phil McMahon, Head of ICT and Computing/School Google Administrator (Teaching Staff) phil.mcmahon@rougemontschool.co.uk

Designated Governor with responsibility for Child Protection and Safeguarding:

Mrs W Williams

Email: carol.shepherd@rougemontschool.co.uk

Policy Approval Level: Senior Management Team

Safeguarding Policy Annexe - Remote Working

1.1 Premise

Keeping pupils safe continues to be our top priority. All school staff have a continuing responsibility to promote the welfare of the children we teach and protect them from harm, (*in the form of neglect or physical, emotional, or sexual abuse*), and to support vulnerable children. This annex to our safeguarding policy details changes to our procedures and practices on account of the temporary school closure and the need for ongoing Learning at Home. It will also apply where remote learning becomes necessary due to e.g. extended pupil illness.

1.2 Guiding Principles

The way we are currently working in response to coronavirus is fundamentally different to business as usual; however, a number of important safeguarding principles remain the same:

- The best interests of children come first;
 - Anyone who has a safeguarding concern about a child must raise the concern immediately with the DSP or a Deputy;
- One of the Safeguarding Team should be available at all times;

- Children should be protected online; (*See subsequent guidance for parents below*) • If a staff member has safeguarding concerns about another member of staff or the Head, he/she should follow the procedures laid out in the main Safeguarding policy.

1.3 Legislation and Guidance

This Annex is drawn up in accordance with the following statutory DfE guidance, in addition to other legislation, and key documents identified in our Safeguarding Policy, in particular:

- Keeping Learners Safe, Updated Jan 2021
- Mental Health and Behaviour in Schools, Nov 2018
- Teaching Online Safety in Schools, June 2019

Staff must continue to adhere to school policies relating to Safeguarding: (*= under review)

- Safeguarding Policy;
- Behaviour Policy;
- Anti-bullying Policy;
- Prevent Extremism Policy*;
- Display Screen Equipment Policy;
- Data Protection Policy;
- Staff Code of Conduct;
- Safer Recruitment*

2.1 Roles and Responsibilities

2.1.1 The Designated Safeguarding Lead (DSP) and Deputies are:

Mrs S Archer (Director of Seniors)
 Miss L Hallas (Director of Infants)
 Mr Andrew Bevan (Director of Juniors)
 Mr Huw Singer (Director of Sixth Form)

Although the Safeguarding Team may not always be on site, they are available to respond to any safeguarding concerns. Contact details (email addresses and mobile phone) can be obtained from the relevant school's main office/PA (contact details are located on the Policy front sheet). The Head should be contacted should there be a concern about the behaviour of the DSP or member of the Safeguarding Team.

2.1.2 The Head of ICT and Computing/School Google Administrator (Teaching Staff) has responsibility for the School's activities on GSuite, including the School Virtual Learning Environment (Google Classroom). Contact details are located on the Policy front sheet.

2.1.3 Computer World Wales (CWW) are responsible under contract for the School IT infrastructure, support and security. Integral to this is that appropriate filters and monitoring systems are in place to protect children when they are online on the school's IT systems. Any queries or concerns in this respect should be alerted through Main Reception.

2.2 Staff Training

- Staff are expected to read this Annex, our Safeguarding Policy and the Staff Code of Conduct before teaching remotely.
- Teachers must learn how to use Google Classroom and be aware of the potential safeguarding issues in remote learning, including the need to check the suitability of any online source that they recommend to the pupils.
- Teachers must be aware of the reporting route should they have a safeguarding concern about any child or member of staff, or if they feel unsure about anything.

2.3 Protocols for Online Teaching from Home

Staff Code of Conduct

2.3.1 Staff MUST:

- Require a password and use the waiting room function to prevent strangers from entering a Zoom meeting;
- Ensure that they are first to arrive at a Google Classroom, the last to leave and monitor the attendance of all pupils to ensure the integrity of their classroom;
- Ensure that Meet Codes are not visible outside of designated Class times;
 - Ensure that, at the start of the lesson, pupils' cameras are working and turned on, and microphones are on mute;
- Dress appropriately, as we would in school;
 - Set appropriate boundaries and behavioural expectations, and maintain the same professional standards as at school;
- Never make inappropriate jokes or comments online;
- Correspond professionally in tone and content;
- Be aware that there are safeguarding implications when there is only one student online with a teacher, for whatever reason. Ideally, it is best not to be isolated when in this situation; a parent should be in the background, or another teacher/member of staff could be invited to join the class as a 'sleeping' participant. Appreciating that there are excellent teacher/pupils relationships within the school community - we recommend that members of staff use their professional judgement with this situation and consult with the DSP or Deputies if they have any concerns.
 - Contact pupils only through school email accounts or Google Classroom or via their parents. Other methods of contact such as phones, private email or social media accounts should not be used under any circumstances;
- Never conduct lessons from a bedroom or a private space;
 - Conduct lessons in a quiet space, preferably against a neutral background, ensuring that friends and family are never visible during a lesson;
 - Conduct lessons within the times identified in the online learning timetable, within the normal school day.
 - Report any concerns immediately so that they can be followed up as quickly as possible; safeguarding concerns straight to the DSP, attendance and engagement issues firstly through the designated Pastoral/Academic channels at school, as this may form part of a bigger picture.

2.3.2 Staff SHOULD:

- Reinforce e-safety messages during lessons and when setting homework that requires access to the Internet;
- Encourage students to be critically aware of the content they access on-line and be guided to validate the accuracy of information, acknowledge the source of information used, avoid plagiarism and respect copyright;
- Be alert to possible peer-on-peer abuse. This could occur during online collaborative work in Google Classroom or on a Zoom session. Teachers must control these sessions and report concerns. No additional unsupervised online collaborative work should be encouraged;
- Check what is visible on screen to the pupil, so that nothing inappropriately personal is visible (e.g. personal item, painting, poster);
- Make sure that there is never a possibility of strangers having access to the screen;
- Be aware that there are safeguarding implications when, for whatever reason, there is only one student online with a teacher;
 - Check thoroughly any pictures or video-clips that we want to share with pupils to ensure that they are appropriate and safe;
 - Report immediately any concerns about online safety of pupils to the DSP or a Deputy. (Any such concerns should be dealt with as per our Safeguarding Policy and, where appropriate, referrals should still be made to children's social care and, as required, to the police.)
 - Staff should be aware of the [UK Safer Internet Centre's professional online safety helpline](#) [professional online safety helpline](#), which provides support with any online safety issues which they may face.

Staff can also signpost children to age appropriate practical support from:

- [Childline](#) - for support;
- [UK Safer Internet Centre](#) - to report and remove harmful online content;
 - [Child Exploitation and Online Protection command \(CEOP\)](#) - for advice on making a report about online abuse.

2.3.3 Pupil Attendance

- It should be made clear to parents that children are expected to attend online lessons according to the published timetable;
- A register will be taken for all online teaching sessions, recording the start and end times, the name of the teacher, the pupils present;
- The school will follow up on any child who does not attend.

2.3.4 Online Safety

During the current situation, student screen time will inevitably be increased significantly, both for home learning and personal use. The school is committed to keeping children safe online and to ensuring positive online interaction between teachers, parents and pupils. Some work should also be set which is not computer-based, to allow pupils learning time away from screens.

Pupils have been given guidance in line with the DfE guidance on 'Teaching about online safety', as part of their PSHE provision.

2.3.5 Parents should be aware of:

- The importance of remaining in control of electronic devices at home and remaining in earshot when children are in contact with teachers;
- What their children are being asked to do online during this period of remote learning; • The sites that the children will be asked to access;
- Filters that might be appropriate on home computers if online lessons are to be effective; • Who their child is going to be interacting with online;
- How to report concerns to the school;
- Where to seek support to help them to keep their children safe online*.

*(*The following websites offer support to parents and carers regarding e-safety:)*

- [Internet Matters](#)
- [Net-aware](#)
- [Thinkuknow](#)
- [Parent Info](#)
- [UK Safer Internet Centre](#)

2.3.6 SEN Pupils

We are aware that SEN children are particularly vulnerable and need added support during this period of school closure, both in terms of staying safe online and accessing education successfully. The SENCO will provide particular guidance for these pupils.

2.3.7 Mental Health

Teachers are aware that temporary school closure and distance learning can affect the mental health of pupils and their parents. Teachers should take this into account in setting expectations of pupils' work when they are at home and raise concern if they suspect, from a child's behaviour or emotional state during online lessons, that there may be underlying mental health issues. Subject teachers should contact a child's Form Tutor/Classroom Teacher in the first instance who can investigate and then escalate to the DSP if appropriate.

3.0 Data Protection

Under the [General Data Protection Regulation \(GDPR\)](#), all online content from a pupil is personal data and subject to the provisions of the [Data Protection Act 2018](#).

- All staff must maintain the security of computerised databases of information on individual pupils;
- The names, email addresses and phone numbers of parents and students are personal data; therefore, only relevant people may have access, and the information must be accurate and only be kept for as long as it is required;
- Student data must not be kept on the private devices of staff.

4.0 Monitoring

- Senior Managers will check to ensure that lessons are taking place at the appropriate times;
- Senior Managers will 'drop in' to online lessons randomly and in response to any concerns raised;
- Senior Managers will assess parental feedback from questionnaires and ongoing communication regarding types of distance learning and adjust provision accordingly.
 - In the event of teacher misconduct, we should make a referral to the Teaching Regulation Agency, by emailing Misconduct.Teacher@education.gov.uk, in line with paragraph 166 of KLS.

5.0 Keeping Children of Critical Workers and Vulnerable Learners Safe in School

Appropriate regard to Keeping Learners Safe (KLS) and our safeguarding policy is essential when caring for children of critical workers in school. In particular:

- The children must be looked after at all times by regulated members of staff. Under no circumstance should a volunteer who has not been checked in line with paragraphs 167 and 172 of KLS be left unsupervised or allowed to work in regulated activity.
- It is essential that on any given day we know which staff/volunteers will be in school and that appropriate checks have been carried out.
- The DSP and / or Deputies must be available at all times.
- The daily online attendance is maintained.
 - Any pastoral concerns should be raised with the child's teacher/tutor who should deal with it in the normal way.
 - Any safeguarding concerns should be addressed to the DSP and / or Deputies, who will follow the protocols explained in the Safeguarding policy.
 - Safer Recruitment Policy rules apply in accordance with KLS, with reference to the appointment of new staff, maintenance of the SCR and our legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child.