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19 pages

Summary

Everyone working in or for our school shares the objective to help keep children safe by contributing to:

- * providing a safe environment for children to learn and grow
- * identifying children who are suffering or likely to suffer significant harm
- * taking appropriate action with the aim of making sure they are kept safe both at home and in our school.

Our duty at all times is to consider the best interests of each child.

1. Introduction

1. Safeguarding refers to the actions that are taken to promote the welfare of children and protect them from harm. This whole school Safeguarding Policy provides clear direction to staff and others about dealing with safeguarding issues. The policy also makes explicit the school's commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that safeguarding concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child's wellbeing.
 1. Wotton House International School (WHIS) is committed to safeguarding and promoting the welfare of all of its students.
 2. We will always take a considered, personalised and sensitive approach in order that we can support all of our students. Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child in accordance with the Gloucestershire Safeguarding Children's Partnership (GSCP).
 3. Sections of this policy are published, in appropriate language, and displayed around the school site. All aspects of safety, including safeguarding, are also explored in PSHE lessons and staff training days.
2. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way.

Whilst at school, their behaviour may be challenging and some children who have experienced abuse may harm others.

3. Action will also be taken to promote the welfare of children in need of additional support, even if they are not suffering harm or are at immediate risk. Our Early Help offer, on the school website, sets out our commitment to helping families deal with specific issues before a safeguarding issue arises. We are committed to supporting young people and their families through our links with the community and local support bodies.
4. Our responsibility to the care and safety of students extends beyond the school gates and so we take steps to ensure that where adults from other organisations are supervising students in school activities, they have been appropriately checked.
5. **Other Policies.** This policy should be read in connection with the Safer Recruitment Policy, the Code of Conduct, the Positive Behaviour Policy, the Whistleblowing Policy, the E-Safety Policy, the Sex and Relationships Education (SRE) Policy and the Health and Safety Policy. Duplication of content is kept to a minimum.
6. **Legislative basis.** Paragraph 7 of the Independent School Standards:

7. The standard in this paragraph is met if the proprietor ensures that—
(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
(b) such arrangements have regard to any guidance issued by the Secretary of State.

Statutory Guidance. The DfE guidance referred to in Paragraph 7(b) is currently as follows:

1. *Keeping Children Safe in Education*¹ (September 2022) (*KCSIE*)
 1. Non-statutory interim supplements to *KCSIE*: Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (2020 subject to DfE updates) and Safeguarding and remote education during coronavirus (COVID-19)
 2. *KCSIE* incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (September 2018)
 3. *KCSIE* refers to the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015)
 4. *KCSIE* refers to *When to call the police*, non-statutory guidance from the National Police Chiefs' Council
 2. *Working Together to Safeguard Children*² (September 2018 – updated in 2020 but without changing the date on the published version) (*WT*)
 1. *WT* refers to the non-statutory but important advice: *Information sharing* (2018)
 3. *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (2019, updated September 2021)
 4. *Prevent Duty Guidance: for England and Wales* (July 2015) (“*Prevent*”). *Prevent* is supplemented by non-statutory advice and a briefing note:
 1. *The Prevent duty: Departmental advice for schools and childminders* (June 2015)
 2. *The use of social media for on-line radicalisation* (July 2015)
 5. *Schools' COVID-19 Operational Guidance* (August 2021)
7. *KCSIE* is structured in five parts plus various Appendices:
- Part one: Safeguarding information for all staff
 - What school staff should know and do
 - What school staff need to know
 - What school staff should do if they have concerns about a child
 - Part two: The management of safeguarding
 - Part three: Safer recruitment
 - Recruitment and selection process
 - Pre-appointment vetting checks
 - Prohibitions, sanctions
 - Other checks
 - Ongoing duties
 - Part four: Allegations made against teachers

¹ www.gov.uk/government/publications/keeping-children-safe-in-education--2

² www.gov.uk/government/publications/working-together-to-safeguard-children--2

- Allegations that meet the harm threshold
- Concerns that do not meet the threshold: low-level concerns
- Part five: Child-on-child sexual violence and sexual harassment
 - What schools should be aware of
 - Responding to reports of sexual violence
 - Ongoing response

2. Definitions

1. **Safeguarding** means:
 1. protecting children from abuse and maltreatment
 2. preventing harm to children’s health or development
 3. ensuring children grow up with the provision of safe and effective care
 4. taking action to enable all children and young people to have the best outcomes.
2. **Child protection** is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.
3. **Ages.** Safeguarding child protection guidance and legislation applies to all children up to the age of 18.
4. **Scope.** Our policy applies to all staff and volunteers working in the school community because we recognise that a variety of people who come into contact with a child can be a first point of disclosure, including: Proprietors, class teachers, parent volunteers, workaways, supply teachers or visiting speakers, learning support assistants, administration staff and maintenance staff.
5. **Team.** The Safeguarding Team within school is as follows:

Designated Safeguarding Lead (DSL): Ms Gwynn is a member of the Senior Leadership Team	Becky Gwynn	becky.gwynn@iveuk.com
Deputy DSL (DDSL): Mr Carrick is the Science Teacher	Tom Carrick	tom.carrick@iveuk.com
Assistant Deputy DSL (ADDSL): Kath Briers is an occupational therapist and teaching assistant.	Kath Briers	kath.briers@iveuk.com
Proprietor:	Dr Daniel Sturdy	daniel.sturdy@iveuk.com

- In emergency the DSL can be contacted on 07716 995889.
 - The Gloucestershire Children Safeguarding Executive (GCSE) can be contacted on 01452 583629 or gsce@gloucestershire.gov.uk.
 - The Local Authority Designated Officer (LADO) is Nigel Hatten. He can be contacted on 01452 426994 or nigel.hatten@gloucestershire.gov.uk.
 - The local police force can be contacted by ringing 101 (for non-emergency calls).
 - The DfE telephone helpline for non-emergency advice for staff about extremism is 020 7340 7264 and the email address is counter.extremism@education.gov.uk
6. **Types of Abuse.** All staff at WHIS are aware of the following types of abuse (refer to the NSPCC website³ for further information):
 1. **Physical Abuse**
 2. **Sexual Abuse**
 3. **Emotional Abuse**
 4. **Neglect**
 5. Domestic Abuse
 6. Online Abuse
 7. Bullying and Cyberbullying
 8. Trafficking
 9. Grooming
 10. Child Criminal Exploitation (CCE)
 7. **Other Areas.** These other areas of specific concern are covered in the Appendices:
 1. **Appendix A** – Children Missing from Education

³ www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/

2. **Appendix B** – Child Sex Exploitation
 3. **Appendix C** – Female Genital Mutilation
 4. **Appendix D** – Preventing Radicalisation
 5. **Appendix E** – Child on Child Abuse
 6. **Appendix F** - Mental Health
8. **SEND.** Additional barriers exist when recognising abuse and neglect in SEND pupils. For example:
1. It is easy to make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration;
 2. these children are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
 3. the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 4. communication barriers and difficulties in managing or reporting these challenges.

3. School Procedures for Dealing with Concerns *Identifying, Responding, Action by DSL, Supporting*

1. Identifying children and young people who may be suffering significant harm.

1. Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.
2. All staff should be particularly aware of the potential need for early help intervention for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child;

2. Responding to Disclosure

1. All staff follow the school’s procedures which are consistent with WT 2018 and KCSIE 2022.
2. Disclosures or information may be received from students, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak.
3. It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with the DSL (or the deputy safeguarding leads or proprietor in the absence of the DSL) prior to any discussion with parents.
4. Staff must immediately report the following:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill-treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect

- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- and any suspicion that a child or children may be abusing another child

5. Principles for Handling a Disclosure: Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that she can make an informed decision of what to do next. Staff should wherever possible record what the child said and in particular make a note of unusual or specific language the child uses (use the "Safeguarding Incident Form").

6. Staff Obligations

1. listen to and take seriously any disclosure or information that a child may be at risk of harm
2. try to ensure that the person disclosing does not have to speak to another member of school staff
3. clarify the information
4. try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
5. try not to show signs of shock, horror or surprise
6. not express feelings or judgments regarding any person alleged to have harmed the child
7. explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
8. reassure and support the person as far as possible
9. explain that only those who 'need to know' will be told
10. explain what will happen next and that the person will be involved as appropriate
11. inform the designated person and write a report

3. Action by the Designated Safeguarding Lead (or other senior person in their absence)

1. Following any information raising concern, the designated senior person will consider:
 1. any urgent medical needs of the child
 2. making an enquiry to find out if the child is subject to a Child Protection Plan
 3. discussing the matter with other agencies involved with the family
 4. consulting with appropriate persons e.g. Safeguarding partners
 5. the child's wishes unless the child requests no action and then decide:
 6. wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
 7. whether to make a child protection referral to Social Care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately. This would also be the case for children who have abused others within the legal thresholds described above.

or

 8. decide not to make a referral at this stage
 9. talk with parents/young person
 10. seek advice from professionals working with the family
 11. if further monitoring is necessary
 12. if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services
2. All information and actions taken, including the reasons for any decisions made, will be fully documented and recorded in the child's individual safeguarding file. All referrals to social care will be followed up in writing within 24 hours using a standard referral form. All referrals will be documented on the child's chronology form in their Safeguarding file and used in any further investigation to avoid missing connected events.
3. Action following a child protection referral
 1. The DSL or other appropriate member of staff will:
 1. make regular contact with the Social Worker involved to stay informed;
 2. wherever possible, contribute to the Strategy Discussion;
 3. provide a report for, attend and contribute to any subsequent Child Protection Conference;
 4. if the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Conferences
 5. where possible, share all reports with parents prior to meetings; and
 6. where a child subject to a child protection plan moves from the school or goes missing, immediately inform the key worker in Social Care.

4. Recording and monitoring
 1. Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.
 2. All Child Protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Principal, DSL, Deputy DSL, and Assistant DDSL. These records will be copied and transferred to any school or setting the child moves to, clearly marked '*Child Protection, Confidential, for attention of Designated Person Child Protection.*' If the child goes missing from education or is removed from roll to be educated at home, then any Child Protection file should be copied and the copy sent to the Local Authority. Original copies will be retained until the child's 25th birthday.

4. Supporting the child and partnership with parents

The school recognises that the child's welfare is paramount; however, good child protection practice and outcome relies on a positive, open and honest working partnership with parents. Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

1. We will provide a secure, caring, supportive and protective pastoral relationship with the child
 2. Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
 3. We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSL will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.
5. All staff should contact Social Care or the Police immediately if they think a child is at risk of significant harm. Contact numbers are on all staff lanyards.

4. School Procedures for Dealing with Allegations

see also: Procedure for Reporting Concerns About an Adult and Whistleblowing Policy

1. Where an allegation is made against any person working in or on behalf of the school that he or she has:
 1. behaved in a way that has harmed a child or may have harmed a child;
 2. possibly committed a criminal offence against or related to a child; or
 3. has behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

we will apply the same principles as in the rest of this document and we will always follow the Gloucestershire Local Safeguarding Children Board⁴ procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely. KCSIE contains detailed guidance on record-keeping.

2. Whilst we acknowledge such allegations (as all others) may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

3. Initial Action

1. The person who has received an allegation or witnessed an event will immediately inform the Principal, and make a record.
2. The Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
3. The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
4. The Principal will inform the DSL of any allegation.
5. In the event of concerns/allegations about the Principal, where the Principal is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority (LADO) and the Principal will not be informed.
6. The Principal may need to clarify any information regarding the allegation, however no person will be interviewed at this stage.
7. The Principal will consult with the Safeguarding Advisor and/or LADO immediately and at least within one working day, in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation.
8. Consideration will be given throughout to the support and information needs of students, parents and staff.

4. Subsequent Action

1. If the LADO advises that the school should investigate the allegation internally then the school will carry out an investigation in line with its Disciplinary Procedures and, if appropriate, Whistleblowing Policy.
2. If the LADO recommends that the matter requires further investigation by outside agencies, e.g. police or social care, then the school will act as directed by the LADO, whilst also bearing in mind its duty of care to all students and staff.
3. At the stage when the school is advised or believes that the allegation might constitute a serious offence, the Proprietor will consult and seek the advice of the LADO.

5. Reporting an Allegation to the DBS and TRA (formerly the NCTL)

1. Where an adult is dismissed or would have been dismissed had they not resigned or leaves the school under a settlement agreement as the result of an allegation made against them, and there is evidence of gross professional misconduct and/or the possibility of a criminal prosecution or a conviction at any time for a relevant offence, in line with KCSIE we will also report the matter to the DBS⁵ and TRA (formerly NCTL)⁶.
6. **Low-level Concerns.** The latest version of KCSIE (2022) adds a new requirement to deal with concerns (including allegations) which do not reach the threshold for Section One allegations (ie those described above). The purpose of this is to create a culture of openness and transparency in which all concerns are shared responsibly and with the right person. A low-level concern is defined as ‘any concern - no matter how small’ that a member of staff may have acted in a way inconsistent with the staff code of conduct. Examples are: being over-friendly with children, having favourites, taking photos on mobile phones, using inappropriate language. Low-level concerns should be reported to the Principal who will investigate, record all concerns in writing, together with any action taken. Records will be regularly reviewed to identify patterns of problematic behaviour.

5. Safeguarding Responsibilities of Adults in the School

Proprietors, Principal, Safeguarding Team, DSL, all Staff, Advisory Board

1. **Proprietors.** The Proprietors have a statutory duty to ensure that WHIS complies with all safeguarding duties under legislation. With regard to KCSIE guidance they will ensure that the policies, procedures and training in school are effective and comply with the law at all times. In addition they will ensure that all staff do in fact understand and follow the policies and procedures.
 1. The Proprietors will prevent people who pose a risk of harm from working with children by:
 1. adhering to statutory responsibilities to check staff who work with children;
 2. taking proportionate decisions on whether to ask for checks beyond that which is required;
 3. ensuring that volunteers are appropriately supervised;
 4. making sure that at least one person on any appointment panel has undertaken safer recruitment training;
 5. ensuring there are procedures in place to handle allegations against members of staff and volunteers (“Whistleblowing Policy”).
 6. making sure that there are procedures in place to handle allegations against other children (“Anti-Bullying Policy”).
 7. putting in place appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions (“Missing Pupils Procedure”).
 2. The Proprietors ensure that allegations against members of staff and volunteers are referred to the Local Authority Designated Officer (LADO). There must be procedures in place to make a referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.
 3. The Proprietors appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that this person has appropriate training. The Counselling teacher has this responsibility. The Proprietors ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.
 4. The Proprietors will ensure that:
 1. the school contributes to inter-agency working in line with statutory guidance WT 2018. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to interagency plans to provide additional support to children subject to child protection plans.
 2. the school’s safeguarding arrangements take into account the procedures and practice of Gloucestershire local authority as part of the inter-agency safeguarding procedures set up by the Gloucestershire

⁵ www.gov.uk/government/organisations/disclosure-and-barring-service

⁶ www.gov.uk/government/organisations/national-college-for-teaching-and-leadership

Safeguarding Children Board⁷.

3. there is an effective Safeguarding Policy (this policy) in place together with the Staff Code of Conduct and these are provided to all staff, including temporary staff and volunteers on induction. The Safeguarding Policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the GSCP, are updated annually, and are available publicly via the school website.
 4. they prioritise the welfare of children and young people and create a culture where staff are confident to challenge senior leaders over any safeguarding concerns; and
 5. they make sure that children are taught about how to keep themselves and others safe
 6. they ensure that online safety is a running and interrelated theme within a whole-school approach, including ensuring that appropriate filters and monitors are in place and that these are reviewed annually for their effectiveness.
 7. Where an allegation relates to a member of supply staff provided by an agency, the agency will be fully involved.
2. **Principal.** The Principal (where different from the Proprietor) ensures that:
1. the policies and procedures adopted by the Proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
 2. they appoint members of staff of the school's leadership team to the role of DSL. This should be explicit in the role-holder's job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children;
 3. they will consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE);
 4. the school has a child protection policy (this policy) and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request; and
 5. the school operates safe recruitment procedures and ensures that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training.
 6. that adequate IT filtering systems are in place to keep children safe when accessing the internet at school.
3. **Safeguarding Team.** Our Designated staff ensure that:
1. the policies and procedures adopted by the Proprietors are fully implemented, and followed by all staff;
 2. they will liaise with the local authority and work with other agencies in line with WT 2018;
 3. sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children;
 4. all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies; and
 5. if, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Social Care immediately. Anybody can make a referral.
 6. The role of the DSL is explained in detail in Appendix H (from the Safeguarding Association).
4. **Staff and volunteer obligations:**
1. All staff and volunteers are provided with the school policies in order that they:
 1. fully comply with the school's policies and procedures;
 2. attend appropriate training; and
 3. inform the DSL of any concerns.
 2. Staff and volunteers are expected to abide by the "Code of Conduct". They will be reminded of the need to maintain appropriate professional boundaries in their dealings with students and should clearly understand the need to maintain such boundaries. They will be provided with guidance as to the behaviours expected of them and which, if followed, should help prevent them becoming vulnerable to allegations of abuse.
 3. Safe working practice ensures that students are safe and that all staff:
 1. are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
 2. aware of their professional responsibilities when using social media;
 3. work in an open and transparent way;
 4. discuss and/or take advice from school management over any incident which may give rise to concern;

5. record any incidents or decisions made (“Safeguarding Incident Form”);
 6. apply the same professional standards regardless of gender or sexuality;
 7. be aware of confidentiality policy; and
 8. are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
4. Safeguarding information forms part of each termly whole staff briefing (INSET) and also at weekly staff meetings; in addition, training is provided both formally and informally to staff from time to time as the need arises.
 5. The Principal and all other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by annual refresher training on any changes and developments both in school and the wider legislative environment.
 6. All staff (including temporary staff and volunteers) receive induction training from the DSL and are provided with the school’s:
 1. Safeguarding Policy
 2. Code of Conduct
 3. Procedure For Reporting a Concern About an Adult
 4. Whistleblowing Policy,
 5. Positive Behaviour Policy, and
 6. Part One of KCSIE 2022
 7. KCSIE Annex A: Safeguarding information for school and college staff (a condensed version of Part One).
 8. KCSIE Annex B: Further Information (for all staff who work directly with children)
 9. and are informed of the school’s child protection arrangements. In addition the induction training will cover the risks of radicalisation, how to identify children and young people at risk from other forms of abuse including FGM and CSE, online safety, child-on-child abuse and the procedures for Children missing in education.
5. **Advisory Board.** The role of the Advisory Board is to support and hold the DSL to account by asking for a safeguarding report to be presented at each meeting. One member of the Advisory Board will always have expertise in the area of safeguarding. Currently the Advisory Board Safeguarding Lead is Linde Melhuish. All members of the Advisory Board receive safeguarding training, including on online safety.

6. Safeguarding Information for Students

1. General Issues

1. All students in our school are aware of a number of staff who they can talk to and this is also outlined on the student information site. The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a Designated Person with responsibility for Safeguarding and know who this is. We inform students who they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.
 2. We place increasing emphasis on good mental health and emotional wellbeing and recognise that this has an important part to play in protecting students from harm through championing resilience, removing the stigma of poor mental health and encouraging students and their families to talk to us as soon as they feel they are in need. In doing this we seek to empower students to build resilience to the risks of radicalisation and other forms of grooming.
 3. We ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Proprietor also ensures that this ethos is reflected and implemented effectively in school policy and there are effective risk assessments in place to safeguard and promote students’ welfare.
 4. We recognise we have a duty to prepare our children for life in Britain and to keep them safe including from threats of radicalisation through the Prevent strategy.
 5. Students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. We raise students’ awareness of these and other safety issues through the curriculum, support from staff and helpful information around school.
 6. We ensure that all internet access on site is in-line with our E-Safety and IT Acceptable Use Policy. At the moment we do not permit students to have mobile phones during the school day, except for very specific educational purposes.
2. **Partnership with Parents and others.** The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents’ rights

to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

1. We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.
 2. We encourage parents to discuss any concerns they may have with staff in school.
 3. We make parents aware of our policies and approach through newsletters, briefings, formal and informal communication and the school website.
2. The school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Gloucestershire Safeguarding Children Board. There is a joint responsibility for agencies to share information to ensure the safeguarding of all children.
3. **Student Information.** We will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them. The school requires accurate and up to date information regarding:
1. Names and contact details of persons with whom the child normally lives
 2. Names and contact details of all persons with parental responsibility (if different from above)
 3. Emergency contact details (if different from above), ideally more than one number for each pupil
 4. Details of any persons authorised to collect the child from school (if different from above)
 5. Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
 6. If the child is or has been on a Child Protection Plan or subject to a Care Plan
 7. Name and contact details of G.P.
 8. Any other factors which may impact on the safety and welfare of the child
4. **Confidentiality.** WHIS has regard to the government document "Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers"⁸ published July 2018. The school will have regard to the above guidance and is aware:
1. when information must be shared with Police and Social Care where the child/young person is/may be at risk of significant harm;
 2. when the student's and/or parent's confidentiality must not be breached; and
 3. that information is shared on a need to know basis.
 4. of the GDPR regulations which is not a barrier to justified information sharing but provides a framework to ensure that personal information about living individuals is shared appropriately.

Appendix A - Children Missing from Education

1. All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.
2. A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.
3. Schools should 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.
4. The law requires all schools to have an admission register and, with the exception of schools where all students are boarders, an attendance register. All students must be placed on both registers.
5. All schools must inform their local authority of any student who is going to be deleted from the admission register where they:
 1. have been taken out of school by their parents and are being educated outside the school system e.g. home education;
 2. have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
 3. 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;
 4. 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,
 5. have been permanently excluded.
6. The local authority must be notified when a school is to delete a student from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register.
7. All schools must inform the local authority of any student 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 (or in default of such agreement, at intervals determined by the Secretary of State).

Appendix B - Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation

- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix C - Female Genital Mutilation (FGM)

1. It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.
2. What is FGM? Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. 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.
3. Why is it carried out? Belief that:
 1. FGM brings status/respect to the girl – social acceptance for marriage
 2. Preserves a girl's virginity
 3. Part of being a woman / rite of passage
 4. Upholds family honour
 5. Cleanses and purifies the girl
 6. Gives a sense of belonging to the community
 7. Fulfils a religious requirement
 8. Perpetuates a custom/tradition
 9. Helps girls be clean / hygienic
 10. Is cosmetically desirable
 11. Mistakenly believed to make childbirth easier
4. Is FGM legal? FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.
5. Circumstances and occurrences that may point to FGM happening
 1. Child talking about getting ready for a special ceremony
 2. Family taking a long trip abroad
 3. Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
 4. Knowledge that the child's sibling has undergone FGM
 5. Child talks about going abroad to be 'cut' or to prepare for marriage
6. Signs that may indicate a child has undergone FGM
 1. Prolonged absence from school and other activities
 2. Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
 3. Bladder or menstrual problems
 4. Finding it difficult to sit still and looking uncomfortable
 5. Complaining about pain between the legs
 6. Mentioning something somebody did to them that they are not allowed to talk about
 7. Secretive behaviour, including isolating themselves from the group
 8. Reluctance to take part in physical activity
 9. Repeated urinary tract infection
 10. Disclosure
7. Actions
 1. 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. Mandatory reporting commenced in October 2015 and these procedures will remain when dealing with concerns regarding the potential for FGM to take place. 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.

2. Mandatory Reporting Duty Section 5B of the Female Genital Mutilation Act 2003⁹ (as inserted by section 74 of the Serious Crime Act 2015¹⁰) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.
3. Mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they must consider and discuss any such case with the school’s Designated Person and involve children’s social care as appropriate.
4. The national helpline is 0800 028 3550 and fgmhelp@nspcc.org.uk

Appendix D – Preventing Radicalisation

1. The **Counter Terrorism and Security Act 2015**¹¹ places a duty on schools to prevent people being drawn into terrorism.
 1. This duty applies to all schools, whether publicly-funded or independent. Schools Leaders must:
 1. Establish or use existing mechanisms for understanding the risk of extremism
 2. Ensure staff understand the risk and build capabilities to deal with it
 3. Communicate and promote the importance of the duty
 4. Ensure staff implement the duty effectively
 2. Other duties on schools include:
 1. Effective partnership working with other local agencies, e.g. GSCP, police, health, etc.
 2. Information sharing
 3. Maintaining appropriate records
 4. Assessing local risk of extremism (including Far Right and Far Left extremism)
 5. Demonstrating they are protecting children
 6. Developing clear protocols for visiting speakers
 7. Safeguarding policies that take account of GSCP policies and procedures
 8. Training staff to give them knowledge and confidence
 9. Ensuring there are robust ICT protocols that filter out extremist materials
 10. School buildings must not be used to give a platform to extremists
2. **Understanding and recognising risks and vulnerabilities of radicalisation**
 1. Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm.
 2. The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.
 3. Potential indicators include:
 1. Use of inappropriate language;
 2. Possession of violent extremist literature;
 3. Behavioural changes;
 4. Advocating violent actions and means;
 5. Association with known extremists;
 6. Seeking to recruit others to an extremist ideology.
 4. Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.
 5. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in

⁹ www.legislation.gov.uk/ukpga/2003/31/section/5B

¹⁰ www.legislation.gov.uk/ukpga/2015/9/section/74/enacted

¹¹ www.legislation.gov.uk/ukpga/2015/6/contents/enacted

particular has become a major factor in the radicalisation of young people.

6. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.
3. **Prevent.** From July 2015 specified authorities, including all schools, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015")¹², 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. Paragraphs 57-76 of the Prevent guidance¹³ are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.
 1. The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. All staff of WHIS are expected to complete regular online training on the Prevent duty and follow local guidance laid out by Gloucestershire Safeguarding Children's Board
 2. As part of wider safeguarding responsibilities school staff will be alert to:
 1. Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
 2. Graffiti symbols, writing or art work promoting extremist messages or images
 3. Pupils accessing extremist material online, including through social networking sites
 4. Parental reports of changes in behaviour, friendship or actions and requests for assistance
 5. Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
 6. Pupils voicing opinions drawn from extremist ideologies and narratives
 7. Use of extremist or 'hate' terms to exclude others or incite violence
 8. Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
 9. Attempts to impose extremist views or practices on others
 10. Anti-Western or Anti-British views
4. **Our Approach.** WHIS will closely follow any locally agreed procedure as set out by the Gloucestershire Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised consideration will be given to using the LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals can be made by anyone.
 1. Teaching Approaches: We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011¹⁴.
 2. We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skill. We will ensure that all of our staff are equipped to recognize extremism and are skilled and confident enough to challenge it.
 3. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table at Page 15 of that document, and we will apply the methodologies set out in that document following the three broad categories of:
 1. Making a connection with young people through good [teaching] design and a pupil centred approach.
 2. Facilitating a 'safe space' for dialogue, and
 3. Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.
 4. Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural (SMSC) development of pupils and will include the sound use of assemblies to help further promote this rounded development of our pupils. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:
 1. Citizenship programmes

¹² www.legislation.gov.uk/ukpga/2015/6/section/26/enacted

¹³ www.gov.uk/government/publications/prevent-duty-guidance

¹⁴ www.gov.uk/government/publications/teaching-approaches-that-help-to-build-resilience-to-extremism-among-young-people

2. Open discussion and debate
3. Work on anti-violence and a restorative approach addressed throughout curriculum
4. Focused educational programmes
5. We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism. At WHIS we will promote the values of Democracy, Individual liberty, Rule of law, mutual respect and Tolerance ('D.I.R.T.') for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural global society.

5. Channel

1. School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Section 36 of the CTSA 2015¹⁵ places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015¹⁶ requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to 'Keeping Children Safe in Education'¹⁷ are listed in the CTSA as partners required to co-operate with local Channel panels.
2. Anyone can report concerns about children becoming radicalised to Police on their direct number 101.

Appendix E – Child-on-child Abuse

1. Children can abuse other children (this used to be referred to as peer-on-peer abuse). It can happen both inside and outside of school and online. It can take many forms. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; causing someone to engage in sexual activity without consent (such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party); sexual violence and sexual harassment; physical abuse (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm); sexting (electronically sharing indecent images), upskirting (taking a photograph under someone's clothing) and initiating/hazing type violence and rituals.
2. We have a zero tolerance approach to child-on-child abuse. We acknowledge that even if there are no reported incidents of child-on-child abuse we *should* assume that it is happening in our school. It is more likely that girls will be victims and boys perpetrators but everyone should be aware that this is not always the case.
3. Awareness is raised in the [PSHE curriculum](#) and all students are made aware of how to report concerns. School procedures for minimising peer-on-peer abuse include the following:
 - PSHE curriculum
 - staff supervision during breaks
 - anti-bullying policy
 - posters around the school raising awareness
 - all staff to complete peer on peer abuse awareness training updated annually.
 - If child-on-child abuse is identified, support will be given to both the victim and perpetrator, along with suitable behaviour sanctions.
 - In the event of a sexting incident the response will be:
 - The DSL will hold an initial review meeting with appropriate school staff
 - There should be subsequent interviews with the young people involved (if appropriate)
 - Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
 - At any point in the process, if there is concern a young person has been harmed or is at risk of harm,

¹⁵ www.legislation.gov.uk/ukpga/2015/6/section/36/enacted

¹⁶ www.legislation.gov.uk/ukpga/2015/6/section/38/enacted

¹⁷ www.gov.uk/government/publications/keeping-children-safe-in-education--2

- a referral should be made to children’s social care and/or the police immediately.
 - UKCIS Education Group’s [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) outlines how to respond to an incident of nude and semi-nude images being shared.
4. 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.
 5. 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.
 6. 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. It is also important to offer support to the perpetrator. They themselves are likely to have considerable unmet needs and may be in need of protection themselves.
 7. Staff should be aware of the importance of:
 1. making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
 2. not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
 3. challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
 4. that even though abuse may not be reported it does not mean it is not happening.
 8. Allegations of child-on-child abuse will be recorded on a safeguarding form and reported to the DSL to be investigated, the DSL may then seek advice or make a referral as appropriate. The behaviour will be dealt with in line with WHIS Positive Behaviour Policy.

Appendix F - Mental Health

1. All staff should also be aware that 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.
2. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have concerns about a child’s mental health then they should speak to the DSL (or a deputy) at the earliest opportunity.
3. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences can impact on their mental health, behaviour and education.
4. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the safeguarding procedures.
5. WHIS has an on-site counsellor who can make referrals to external agencies with regards to mental health problems.
6. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people’s emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol.

Appendix G - Encompass Commitment

1. As part of Wotton House International School’s commitment to keeping children safe we have signed up to implement the principles and aims of the Gloucestershire Encompass Model.¹⁸
2. In signing up to Gloucestershire Encompass the Leadership Team and Advisory Board:
 1. Endorse the Gloucestershire Encompass Model and support the Key adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
 2. Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.¹⁹
 3. Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

¹⁸ <https://www.gsrb.org.uk/i-work-with-children-young-people-and-parents/safeguarding-in-education/>

¹⁹ <https://www.gsrb.org.uk/media/2086629/school-pathway-11219.docx>

Appendix H DSL Duties

Role of the designated safeguarding lead

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

When a school has a sole proprietor rather than a governing body, appropriate steps should be taken to ensure that the member of the senior leadership team who is appointed as designated safeguarding lead (DSL) is able to discharge that role with sufficient independence, particularly in relation to any allegations involving the proprietor or members of the proprietor's family. This may involve including in the appointment as DSL, written confirmation that part of the duties of the post involve contacting the Local Authority Designated Officer on any matter that the DSL considers cannot be properly dealt with internally. Consideration could also be given to providing the DSL with access to external advice from an appropriate company or legal service.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- Act as a point of contact with the three safeguarding partners;
- Liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements; [117]
- 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 or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;

Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;

Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;

Are able to keep detailed, accurate, secure written records of concerns and referrals;

Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;

Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

Obtain access to resources and attend any relevant or refresher training courses; and

Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The designated safeguarding lead should:

Ensure the school's or college's child protection policies are known, understood and used appropriately;

Ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection file

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

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

Availability

During term time the DSL (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Revision Control Table	
Drawn up by	N Shaw
Date	19/09/17
Review schedule	Annual
Reviewed	28/08/18 SR
Reviewed	28/08/19 AT
Reviewed	9/3/20 BG
Reviewed and updated	08/03/21 BG, MO, HO
Updated	28/08/20 MO, DS
Reviewed and updated	08/03/21 BG, MO, HO
Reviewed and updated	30/08/21 BG, DS
Reviewed and updated	10/09/22 BG, DS
Next review	10/09/23