



Giggling Panda Chinese School

Safeguarding Policy

Policy Type	Statutory
Approval Committee	Senior Management Committee
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1 Related Information

1.1 Availability of Statutory Policies

All statutory policies are available on the School's website.

1.2 Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

ISSR Part 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.

1.3 Supporting Documents

The following related information is referred to in this policy:

Anti-Bullying Policy

Behaviour, Rewards and Sanctions Policy

Code of Conduct for Staff

First Aid and Medical Policy

Missing Child Policy

Peer on Peer Abuse Policy

Recruitment, Selection and Disclosure Policy

Whistleblowing Policy

1.4 Terminology

Head, where not explicitly defined, means the Head of the School.

Parents includes one or both parents, a legal guardian, or education guardian.

School Giggling Panda Limited and affiliated sub branches of the business.

Student or **Students** means any student or students in the School at any age.

2 Policy Statement

Safeguarding underpins everything the School does with children if they are to thrive in all areas of life at the School and beyond. Every member of staff, supply staff, volunteer or contractor who comes into contact with children at the School has a role to play in safeguarding, a responsibility to act and to be confident reporting concerns, sharing information and putting the child's needs first, regardless of how difficult it might be or how uncomfortable it might feel.

This policy has been authorised by the Governors, is addressed to all members of staff, supply staff, including visiting teachers, and volunteers. It is available to Parents via the School website and also available to Parents in paper form on request. It applies to all those who work with Students even where this is away from the School, for example, at an activity centre or an educational visit.

This policy has been developed in accordance with, and is directed by, the following legislation, statutory guidance and advice:

- Children and Social Work Act 2017
- Children Missing in Education (September 2016)
- Counter-Terrorism and Security Act 2015 □ Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers (2015)
- Keeping Children Safe in Education (KCSIE) (September 2020)
- London Safeguarding Children Board Child Protection Procedures 5th Edition 2016
- Prevent Duty Guidance for England and Wales (March 2015)
- The Advice and Guidance from the Safeguarding Partnerships and their Child Protection School Liaison Office
- The Children Act 1989, 2004
- The Education Act 2002
- The Female Genital Mutilation Act 2003 (via the Serious Crime Act 2015)
- The Prevent Duty (Departmental Advice for Schools and Childcare Providers June 2015)
- What to do if you are worried a child is being abused (March 2015)
- Working Together to Safeguard Children (July 2018)
- Voyeurism (Offences) Act 2019.

This policy aims to be a child-centred policy where the needs and views of the child are foremost in the decision-making and in the policy itself. Children want to be respected, their views heard, to have stable relationships with professionals built on trust and to have consistent support provided for their individual needs. "Nothing is more important than children's welfare" (Working Together to Safeguard Children July 2018). This premise underpins the provision and planning of Mandarin lessons, form time and assemblies, the reviewing of anti-bullying procedures and policies, as well as

the positive relationships Students have with teachers and tutors and the range of staff available for Students to turn to for support.

No single professional can have a full picture of a child's needs and circumstances. In order for children and their families to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This policy is reviewed annually, approved by the Senior Management Committee and signed off by the Head Teacher. There may be a need, either through reviews or a change in staffing, legislation or guidance, to update the policy at any time during the School year. If this is the case the DSL would inform the governing body via the Clerk to the Governors and the Governor with responsibility for safeguarding matters. The Safeguarding Governor pays regular visits to check that safeguarding processes are in place and being followed and produces an annual report to the Governing Board on safeguarding matters.

The School fully recognises its duties and responsibilities in respect of child protection and the safeguarding of all its Students is its highest priority. Every member of staff, supply staff, including visiting teachers, and volunteers and Governors is under a general legal duty to:

- ☐ Protect all children from all kinds of abuse
- ☐ Be aware of the School's Child Protection procedures and to follow them
- ☐ To always act in the best interests of the child, ensuring early help is sought whatever the concern.

Safeguarding and promoting the welfare of children 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 (KCSIE (September 2020)). Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk. "Children" includes everyone under the age of 18 (KCSIE (September 2020)).

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

3 The Designated Safeguarding Lead and other Key Staff

The School has appointed a member of the Senior Leadership Team in the School to be Designated Safeguarding Lead for Child Protection (DSL) who takes responsibility for all safeguarding and child protection matters, including liaising with the local authority, liaising with the School Governor

responsible for safeguarding matters, training (staff, governor and appropriate Student training), secure record-keeping and transfers of such records, as well as maintaining an overview of safeguarding within the School.

The DSL has the time, status and authority to be responsible for such matters. They are supported by the Head in their role. The Parents are welcome to contact the DSL if they have any concerns about the welfare of any child in the School, whether their concerns relate to their own child, another child in the School or to any other member of the School community. The Parents or Students may also discuss concerns with a form tutor or another member of staff who will notify the DSL in accordance with the procedures outlined in Section 6 "Identifying and Recognising Signs of Abuse and Neglect" and Section 7 "Reporting Concerns". If concerns relate to a member of staff, Parents or Students should contact the Head. All staff, including the DSL, will always report allegations of abuse against staff to the Head without delay (see Section 8 on "Allegations"). If the concern relates to the Head, they should contact the Chair of Governors.

The DSL receives updated child protection training at least every two years so that they have a complete safeguarding picture. This will include local inter-agency working protocols and training in Prevent duties. This is supplemented with regular updates, for example, scenario training, e-bulletins and staff meetings at least annually. The DSL has relevant multi-agency training to make referrals and would normally lead on referrals, including those to Channel (the Prevent referral programme). The DSL will also support staff who make direct referrals to Social Care or Channel, and is available for general safeguarding advice for Students, staff and Parents.

The Designated Safeguarding Lead (DSL) is Ms Emily Liu, Head Teacher, member of the Senior Management Committee Tel: 0770 826 1128, Email: admin@gigglingpanda.co.uk.

4 Providing a Safe Environment for Students and Staff

Every Student should feel safe and protected from any form of abuse which, in this policy, is detailed further in Section 6. The priority as a School is to provide all Students with a safe, secure and supportive environment in which they can learn, develop and have the best outcomes.

The School will take all reasonable measures to:

- ☐ Protect each child from any form of abuse, whether from an adult, another Student or any other young person
- ☐ Ensure that all staff and volunteers are alert to the signs of abuse both in the School and from outside
- ☐ Establish, maintain and promote an environment and ethos in which Students, the School staff and volunteers feel safe and secure, are encouraged to talk and are confident of being listened to when they have concerns about the safety and wellbeing of a child

- Ensure that children are aware of how to safely report concerns they may have about their own safety and wellbeing or that of others
- Include opportunities in the PSHCEE curriculum, assemblies and elsewhere for children to develop the skills they need to recognise and stay safe from abuse, including appropriate education around family relationships, personal relationships, peer on peer abuse, emotional intelligence and resilience, accessing appropriate support, e-safety and radicalisation
- Work with Parents to build an understanding of the School's responsibility for the welfare of their children
- Provide sufficient support and guidance so that Students have a range of appropriate adults to whom they can talk if they experience difficulties
- Provide the services of a School Counsellor and ensure Students know how to access this support in the School
- Contribute to the prevention of abuse by ensuring that the provision of teaching helps Students to protect themselves and develops responsible attitudes to adult life and parenthood
- Deal sensitively and appropriately with every suspicion or disclosure of abuse
- Follow the local inter-agency procedures of the Safeguarding Partnerships (where a referral is made to another local safeguarding children's board their procedures and advice will be followed)
- Support a child who has previously been looked after and may now still be vulnerable; the DSL will inform appropriate staff of relevant information in these circumstances
- The DSL will liaise with the child's Virtual School if they are in care or have previously been in care
- Support children who have been abused in accordance with their Child Protection Plan
- Support children in need of additional support, for example through CAMHS or other agencies, and their families in order to provide early intervention and help
- Provide guidance to Parents, children and staff about obtaining suitable support
- Work with other agencies to provide the best support for the Student and/or their Parents
- Design and operate procedures which promote this policy, including relevant child protection training for all staff
- Ensure that all staff are identifiable on the School site as described in the School's policy on security

- Ensure that the DSL makes prompt contact with the police if a criminal offence is suspected taking context into account.

4.1 Medical, Health and Safety

The School will take all reasonable measures to:

- Be alert to the medical needs (and other possible needs) of children with medical conditions, whether physical or mental health issues
- Operate clear and supportive policies on drugs, alcohol and substance misuse
- Operate robust health and safety procedures
- Take practicable steps to ensure that School premises are secure
- Ensure all visitors sign in on arrival and out on departure and are escorted while on the School premises by a member of staff or appropriately vetted volunteer. All visitors are given a visitor badge which must be clearly displayed at all times
- Ensure all staff are expected to sign in and out regardless of the hours they work or the contract they have
- The School has a Lone Working Policy for working in the School outside of normal working hours or in the School holidays
- Provide relevant and up to date medical and health and safety training.

The DSL for Safeguarding and Child Protection is on the School's Health and Safety Committee and oversees the School Health Centre, working closely with the School Nurses and Counsellor, and Head of Individual Needs. The School also has a link GP with a local practice.

5 Child Protection Training and Teaching

All staff (including volunteers in regulated activity) are given regular Level 1 Child Protection training (which includes Prevent awareness, how to identify children at risk, and online safety) in line with the recommendations and advice of the Safeguarding Partnerships. The Head, DSL, deputy DSLs and other nominated staff complete Level 3 Child Protection training every two years.

All staff receive training on how to be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime, gangs and county lines. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexpected injuries. Unexplained gifts or new possessions could also indicate

that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff must read and confirm they have understood Part One of KCSIE & Annex A (September 2020) in order to fully understand and discharge their role and responsibility in terms of safeguarding children. Staff are also expected to read and understand this Safeguarding Policy, where the name and role of the DSL is detailed, in order to fulfil these responsibilities and to be able to respond to safeguarding concerns relating to Students or staff.

New staff joining partway through the year will complete Child Protection training online and meet with the DSL or DDSL and be issued with a copy of the Safeguarding Policy.

Visiting teachers (VTs), invigilators, supply staff and volunteers are given appropriate child protection training and as part of this are made aware of the School's child protection procedures and how to report any concerns.

All staff, supply staff and volunteers, receive, as part of their induction, the following documents:

- ☐ The School's Safeguarding Policy including the role and identity of the DSLs (this policy) which includes information on Children Missing in Education
- ☐ Information on Online safety
- ☐ KCSIE Part 1 & Annex A (September 2020)
- ☐ Behaviour, Rewards and Sanctions Policy
- ☐ The Code of Conduct for Staff which includes guidance on staff/pupil relationships and communications using social media
- ☐ Whistleblowing Policy

They will also have a 1:1 meeting with the DSL/Deputy DSL.

All Governors of the School are required to complete relevant safeguarding training and updates.

The School's catering and cleaning contractors have their own child protection training at level 1 and maintain their own records. The managers of these contracted companies are encouraged to attend the School's training in addition to this. The DSL visits the catering staff for an induction at the start of the School year. Notices with photos and details of how to contact the DSL are posted on their notice board and the cleaners have small cards with the DSL contact details on their ID badges.

The DSL works closely with the Heads of PSHCEE and pastoral leaders across the Schools to ensure that children are taught about safeguarding and keeping themselves safe in an age appropriate way.

6 Identifying and Recognising Signs of Abuse and Neglect

Staff training covers the types of abuse, neglect and other safeguarding issues or causes for concern and the signs and symptoms in greater detail; the main points are highlighted below.

6.1 Types of Abuse and Neglect

All School staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. All staff, but especially the DSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Types of abuse/neglect (as described in KCSIE (September 2020)):

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of

clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 Parents failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In addition, abuse can also be as described in London Safeguarding Children Board Child Protection Procedures 5th Edition 2016.

Complex and Organised Abuse: may be defined as abuse involving one or more abusers and a number of related or non-related abused children and may take place in any setting. The adults concerned may be acting in concert to abuse children, sometimes acting in isolation or may be using an institutional framework or position of authority such as a teacher, coach, faith group leader or be in a celebrity position to access and recruit children for abuse. Such abuse can occur both as part of a network of abuse across a family or community and within institutions such as residential settings, boarding schools, in day care and in other provisions such as youth services, writing clubs, faith groups and voluntary groups. There will also be cases of children being abused via the use of electronic devices, such as mobile phones, computers, games consoles etc which all access the internet and, in particular, social networking websites. Although in most cases of complex and organised abuse the abuser(s) is an adult, it is also possible for children/young people to be the perpetrators of such harm, with or without adult abusers.

6.2 Signs of Abuse

6.2.1 Signs of possible Physical Abuse

Unexplained injuries, bruising, scalds, injuries on parts of the body where accidental injury is unlikely

- The child may be reluctant for you to contact Parents, they may flinch when approached or touched, they may be reluctant to change for PE, they may cover their legs and arms even when hot, they may exhibit behaviour which is unusual for them.

6.2.2 Signs of possible Emotional Abuse

Failure to grow or thrive, sudden speech disorders, delayed development

- Compulsive nervous behaviour, unwillingness to socialise, excessive fear of mistakes and excessive lack of confidence, reluctance to have their Parents contacted, excessive deference towards others, especially adults.

6.2.3 *Signs of possible Sexual Abuse*

- Pain, itching, bruising or bleeding in the genital or anal areas, STDs, recurrent urinary tract infections, stomach pain or discomfort when the child is sitting or walking
- Sudden and unexplained changes in behaviour, apparent fear of someone, self-harm, eating disorders or suicide attempts, sexualised behaviour inconsistent with the child's age, reluctance to change for PE, possession of unexplained amounts of money or gifts.

6.2.4 *Signs of possible Neglect*

- Being constantly hungry and sometimes stealing food, unkempt, loss of weight or constantly underweight, being dressed inappropriately for the weather conditions, untreated medical conditions
- Being tired all the time, frequently missing School or being late, unable to socialise, often left unsupervised.

6.3 Children with Special Educational Needs and Disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers (KCSIE (September 2020)).

6.4 Other Specific Safeguarding Issues

All staff are made aware of, and alert to, other specific safeguarding issues, and given particular advice on these, by the DSL in the annual refresher training on CP matters. Further information can be obtained from the DSL.

Under the guidance of Children Missing in Education (September 2016), the School also has a duty to notify the local authority when a Student joins or leaves the School.

6.5 Child Missing from Education

Staff are aware that a Child Missing from Education is potentially a safeguarding concern and could be a sign of abuse or neglect. Staff are alert to patterns of regular absence and will alert the DSL in line with other potential safeguarding concerns. In addition, the School, where reasonably possible, will hold more than one emergency contact number for each Student. The School has a duty to 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 days or more. The School's attendance monitoring systems regularly highlight Students whose attendance falls below 95% to pastoral staff to ensure that attendance is closely monitored, and regular absence is followed up in the best interests of the child.

6.6 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. This abuse can be perpetrated by individuals or groups, males or females and other children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted that exploitation does not always involve physical or in-person contact; it can also be facilitated and/or take place online.

6.7 FGM Mandatory Reporting Duty

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.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police, where they discover (either through disclosure by the victim or by 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 FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

6.8 Mental Health

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. 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. 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.

If staff have a mental health concern, immediate action should be taken, following the child protection policy, and communicating with the DSL.

6.9 Honour Based Violence

So-called “honour based” violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. 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 child being at risk of HBV, or already having suffered HBV.

6.10 Preventing the Radicalisation of Children and Young People

The School takes its duty to protect Students from the risk of radicalisation very seriously. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism as defined under Section 26 of the Counter-Terrorism and Security Act 2015. This duty is known as the Prevent duty. Under paragraph 7 of Prevent, extremism is defined as a “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces”.

The School aims to protect and safeguard Students at risk of radicalisation and staff are alert to, and assess the risk of, Students being drawn into terrorism and extremist ideology. The School encourages healthy debate and discussion of issues at age appropriate levels and in various areas, not just PSHCE, and promotes a tolerant, respectful culture across the School. The School’s Thursday

denominational and humanist assemblies are an example of this. Staff use their professional judgment to identify Students who might be at risk of radicalisation and who may be in need of help or protection. If a member of staff has concerns over a Student at risk they will share that with the DSL who will refer the issue to the local Children's Social Care/Safeguarding Partnerships and the local Prevent Coordinator and/or Channel Panel, a programme focussing on early support for a child or young person identified as being vulnerable to being drawn into terrorism or radicalisation.

6.12 Bullying

The School has an Anti-Bullying Policy. A bullying incident will be treated as a child protection concern if there is reasonable cause to believe the child is suffering or likely to suffer significant harm. No one person works on their own when dealing with a bullying incident and the threshold for referral is discussed in all cases. Details of cases are reported to Governors at the Annual Child Protection review. The School maintains a bullying register.

6.13 Peer on Peer Sexual Violence and Sexual Harassment

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, joke and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.
- Sexting, also known as youth produced sexual imagery
- Initiation/hazing type violence and rituals.

6.13.1 Responding to Reports of Sexual Violence and Sexual Harassment (KCSIE (September 2020))

- The School's 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 they ever be made to feel ashamed for making a report
- All staff are trained as part of the annual child protection and safeguarding training how to raise a concern with the DSL.

In the event of disclosure about peer on peer abuse and allegations, the School will support victims of peer on peer abuse if there is "reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm". Any such abuse will be referred to local agencies.

6.13.2 Action following a Report of Sexual Violence and Sexual Harassment

- Immediate consideration should be given as to how to best support and protect the victim and the alleged perpetrator (and any other children involved/impacted)
- The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'
- The School will carefully consider any report of sexual violence and/or sexual harassment. The DSL (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the School's initial response
- The DSL will take into account the wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered
- The DSL will take into account the ages and developmental stages of the children involved and the nature of the alleged incident(s) including whether a crime may have been committed and consideration of harmful sexual behaviour
- The DSL will take into account any power imbalance between the children e.g. is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- The DSL will consider if the alleged incident is a one off or a sustained pattern of abuse and consider if there are any ongoing risks to the victim, other children or the School staff and also consider other related issues and wider context in line with contextual safeguarding.

6.13.3 Options to Manage the Report

Every report will be considered on a case by case basis. There are four likely options to consider when making a report:

1. Manage internally – if the DSL considers that the child concerned is not in need of early help or statutory intervention then it may be appropriate to handle the incident internally through utilising the School's behaviour and bullying policies and providing pastoral support. It will still be made clear that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions should be recorded.
2. Early help – this means providing support as soon as a problem emerges and can be particularly helpful to address non-violent harmful sexual behaviour and may prevent escalation to sexual violence. Multi-agency early help will work best alongside the School's policies and engagement with Parents. It will still be made clear that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions should be recorded.
3. Referrals to children's social care – where a child has been harmed, is at risk of harm, or is in immediate danger the DSL will make a referral to the local children's social care. Unless there is a compelling reason not to, the DSL will inform the Parents. The School will not wait for the outcome of the social care investigation before protecting the victim and other children but will work alongside and co-operate with the relevant lead social worker to ensure the best support possible is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support. If the social care's review of the evidence means they do not believe statutory intervention is relevant, but the DSL is still concerned for the safety of the child, the DSL should be prepared to refer again. It will still be made clear that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decision should be recorded.
4. Reporting to the police – any report to the police will generally be in parallel with a referral to children's social care. The DSL (and deputy) will follow local processes for referrals. Where a report of rape, assault by penetration or sexual assault is made the DSL must pass this on to the police, even if the alleged perpetrator is under ten years old. Unless there are compelling reasons, the School will inform the Parents. It will still be made clear that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decision should be recorded.

6.13.4 Ongoing Response for the Victim

- ☐ The School will consider the age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- ☐ The needs and wishes of the victim will be paramount. Wherever possible the victim, if they wish, should be able to continue in their normal routine ensuring that the School is a safe place for them
- ☐ Victims may not disclose the whole picture immediately but provide information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. The victim will

find it helpful to have a designated trusted adult to talk to and the School will respect this choice

- If the victim finds it difficult to maintain a full timetable, allowances will be made and a physical space to which the Student can withdraw will, where appropriate and possible, be provided
- The School will do everything it reasonably can to protect the victim from bullying or harassment as a result of any report they have made and provide ongoing support if necessary, continuing to work with social care and other agencies as required
- If the victim moves to another educational institution the School will make them aware of any ongoing support needed; the DSL will ensure this happens, discussing with the victim and their Parents if appropriate. Any CP and safeguarding files will be transferred in accordance with the mandatory processes.

6.13.5 Ongoing Response for the Alleged Perpetrator

- The School will be mindful of the difficult balancing act of safeguarding the victim and providing the alleged perpetrator with an education and safeguarding support as appropriate and implementing any disciplinary sanctions
- The School will consider the age and developmental stage of the alleged perpetrator, and the nature of the allegations
- The School will consider the proportionality of the response and support and sanctions should be considered on a case-by-case basis
- The School will be mindful of the fact that the alleged perpetrator may have unmet needs as well as potentially posing a risk of harm to other children. Their own harmful sexual behaviour may be a symptom of either their own abuse or exposure to abusive practices and/or materials. The School may take advice, as appropriate, from children's social care, specialist sexual violence services and the police
- If the alleged perpetrator moves to another educational institution, the DSL must make them aware of any ongoing support needs and where appropriate, potential risk to other children and staff. Any CP and safeguarding files will be transferred in accordance with the mandatory processes.

6.13.6 Helpful Contacts

- Children and Young People's Independent Sexual Violence Advisors (ChISVAs) – emotional and practical support for victims of sexual violence accessed via Rape Crisis and The Survivors Trust

- CAMHS – child and adolescent mental health services
- Rape Crisis Centre – therapeutic support for children who have experienced sexual violence
- Internet Watch foundation – potentially removes illegal images.

6.14 Signs of Abuse or where Safeguarding Concerns should be Raised

Possible signs or indicators of abuse include (but are not limited to):

- Disclosure of abuse or any comment which gives rise to that inference
- There is no reasonable or consistent explanation for a Student's injury; the injury is unusual in kind or location; there are a number of injuries or a pattern to them
- The Student's behaviour changes suddenly, or their behaviour stands out as being extremely challenging behaviour or possibly extreme model behaviour
- The Student asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
- The Student's development is delayed
- The Student loses or gains weight
- Self-harming behaviour, including cutting and drug and alcohol abuse
- The Student uses inappropriate sexual language
- The Student displays a high level of anxiety
- The Student isolates themselves and becomes withdrawn
- The Student appears neglected, for example, hungry or inadequately clothed
- The Student is reluctant to go home, or has been openly rejected by Parents
- The Student's friendship circle in or out of the School changes significantly and/or suddenly.

7 Reporting Concerns

All staff (including supply staff and volunteers) have a professional duty to take immediate action on suspicions of abuse or reported allegations of abuse concerning Students. They also have a professional duty to report wider concerns about Students so that prompt action and early intervention can be taken to ensure they have the best outcomes. Staff should not assume a colleague will take action or share information that might be critical in keeping children safe.

Every report, disclosure or suspicion of abuse from within or outside the School will be taken seriously. Staff are aware, from training and from their reading of KCSIE (September 2020) that concerns should be raised immediately with the Designated Safeguarding Lead, who will make a referral to children's social care. The DSL will offer advice to staff reporting concerns and keep the Head informed of all actions unless the Head is the subject of the complaint.

Concerns should be raised via DSL with the date and time of the disclosure or cause for concern noted, and naming others present so that accurate records are maintained. Should a child be at risk of immediate harm, the staff member should also see the DSL or deputy in person without delay. Staff are aware of the need to respond immediately and to record accurately as records may be required to be disclosed in possible court proceedings. Any potential evidence must be safeguarded and preserved (for example, scribbled notes, mobile phones containing messages or screenshots of online evidence, clothing, and computers).

All staff are aware that confidentiality must not be promised and that leading, or closed-type questions, must not be asked. If a child makes a disclosure staff must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not abuse has taken place. Any discussions will be handled with tact and sympathy and staff are made aware that the way in which they talk to a child may affect the evidence if the matter proceeds to court. The child will be reassured that they have done the right thing in coming forward and that information will only be shared with those who need to know.

7.1 Options for Action

The DSL will take into consideration contextual safeguarding which means assessments of Students will consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

The DSL might co-ordinate or initiate further support or early help for the child and the family via an inter-agency assessment or perhaps working with the child's General Practitioner (GP) in order to prevent needs escalating to the point where intervention might be needed by children's services. The DSL might also seek advice from the School's link GP in order to best support a Student or Students at the School.

The DSL might seek advice from the Safeguarding Partnerships using, for example, the Hertfordshire Targeted Advice Service (TAS) on 01438 737 511. This is a Hertfordshire Multi-Agency Team providing a safeguarding consultation to practitioners with advice and guidance when the threshold for referral might not be met or the safeguarding needs of the child are unclear. It is not anonymous, and the DSL will share information about the Student, including their name. The DSL is under an obligation to act on advice given by this service, or that provided by another local Safeguarding Partnership.

This might be followed by a CAF (Common Assessment Framework) or a TAC (Team Around the Child) in order to assess a child's needs with other agencies and to co-ordinate support in the School and/or with external agencies. The School will listen to the views of the child and the DSL will take these views into account in their decision-making. There may be times when the situation

is so serious that decisions may need to be taken, after all appropriate consultation, that override a Student's wishes. The DSL and all staff will always act in the interest of the child.

If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children's social care immediately (see contact numbers). The Parents will be informed about the need to refer whenever possible, except where, in doing so, the School would expose the child to further risk. The School is not required to gain the consent of Parents before referring an incident to the Designated Officer.

It is important to note that any staff member can refer their concerns directly to the relevant children's social care department. The local authority should make a decision within one working day of a referral being made about the type of response that is required and should let the referrer know the outcome.

Contact details for Hertfordshire and other local authorities can be found at the end of this policy. There is a flow chart outlining this process in KCSIE (September 2020).

7.2 Data Protection

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

8 Allegations

8.1 Guidelines for Allegations against Teachers, Support Staff or Volunteers

The School will take all reasonable measures to design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations (referring to Part Four of KCSIE (September 2020) which looks at allegations of abuse made against teachers and other staff).

The School has procedures for dealing with allegations against staff and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false, malicious or unfounded allegations. These procedures, to be found in the Appendix, follow the guidance in KCSIE (September 2020) (Part Four: Allegations of abuse made against teachers and other staff).

Allegations of abuse, or anyone who becomes aware of such an allegation, against a member of staff or volunteer will be referred to the Head who will contact the Designated Officer (formerly the Local Authority Designated Officer or LADO), Hertfordshire, promptly and within one working day, without any prior investigation undertaken by the School. Any doubts or concerns over an allegation of abuse against a member of staff or apparently borderline cases can be discussed informally with the Designated Officer.

Where appropriate the Head may consult with the DSL before reporting to the Designated Officer, unless the allegation is against the DSL in which case the Head will go straight to the Designated Officer. The accused person will be informed as soon as possible after the Designated Officer has been consulted. Appropriate support will be provided, and a representative will be appointed to keep the accused person informed of the progress of the case as appropriate. The School would seek suitable legal advice as to due process and appropriate procedure.

Suspension will not be an automatic response to an allegation. The School has a duty of care to its employees and will offer appropriate advice when allegations are made and following guidance in KCSIE (September 2020) (Part Four: Allegations of abuse made against teachers and other staff). The Designated Officer will be consulted as to the appropriate action to take and full consideration given to all the options, subject to the need to ensure:

- The safety and welfare of the Students or Student concerned
- The need for a full and fair investigation.

Where an allegation by a Student is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's Behaviour, Rewards and Sanctions Policy.

Where Parents have made a deliberately invented or malicious allegation the Head will consider (in accordance with the School's terms and conditions) whether to require Parents to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably. The School reserves the right to contact the police to determine whether any action might be appropriate, whether or not the person making the allegation is a Student or Parents.

Staff are given clear and detailed guidance in the Code of Conduct for Staff on ensuring their behaviour or actions do not place them at risk of harm or of allegations of harming a Student.

If the School ceases to use the services of a member of staff (or governor or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used and there will be a prompt and detailed report to the Disclosure and Barring Service (DBS). Any such incident will be followed by a review of the safeguarding procedures in the School, with a report presented to governors without delay. Where a member of staff resigns and there are child protection concerns this will also be reported to the DBS. The School will inform the Teaching Regulation Agency (TRA) in both such cases.

Where the School becomes aware of an allegation against a former member of staff the School will seek advice and guidance from the Designated Officer and/or the police.

8.2 Whistleblowing

All staff are required to report to the Head, or the Chair of the School Committee in their absence, any concern or allegations about the School practices or the behaviour of colleagues which are likely

to put Students at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making a report, provided that it is done in good faith. The School has a Whistleblowing Policy.

8.3 Guidelines for Allegations by one Student Against Another

A Student against whom an allegation of abuse has been made may be suspended from the School during the investigation process and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from the relevant children's social care and/or the police on the investigation of such allegations and take all appropriate action to ensure the safety and welfare of all Students involved including the Student or Students accused of abuse. If it is necessary for a Student to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the relevant children's social care, Parents are informed as soon as possible and that the Student is supported during the interview by an adult.

9 The Appointment of Staff and the Recruitment of Volunteers

The School recruits all staff and governors in accordance with the Recruitment, Selection and Disclosure Policy. The School will take all reasonable measures to:

- Ensure that it practises safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with KCSIE (September 2020) (Part Three: Safer Recruitment – recruitment, selection and pre-employment vetting). A "by-association" form is included in the initial contract documents as part of these checks where appropriate
- Ensure that it carries out all necessary checks on the suitability of people who serve on the governing body in accordance with paragraph 115 of KCSIE (September 2020) (Part Three: Safer Recruitment – recruitment, selection and pre-employment vetting)
- Ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or Student) because that person was considered unsuitable to work with children, a prompt and detailed report is made to the Disclosure and Barring Service (DBS) and TRA where appropriate
- Ensure that where staff from another organisation are working with the Students on another site, it receives assurances that appropriate child protection checks, and procedures apply to those staff
- Ensure that any visiting speaker, whether invited by staff or Students, has been suitably vetted in accordance with the Prevent statutory guidance

- Ensure that host families, and adults living in homes in the UK where exchange Students are going to be hosted have a satisfactory DBS check including Barred List check completed for the primary carer before the exchange takes place
- Ensure that sufficient relevant staff are trained in safer recruitment processes and at least one member of all interview panels are safer recruitment trained.
- All staff and volunteers working with children and vulnerable individuals must undergo a thorough recruitment process, which includes appropriate background checks. As part of this process, obtaining a clear enhanced DBS check is a mandatory requirement before commencing any role within the organisation.

10 Confidentiality and Information Sharing/Record Keeping

The School (the DSL) will keep all child protection records confidential and secure, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under the statutory requirements of The Children Act 1989.

In accordance with Working Together to Safeguard Children (July 2018) the School recognises that effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision. While Student consent to share information will in all normal circumstances be sought, the School recognises that fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. The child's views will be taken into account where possible, but the DSL and the Head will discuss each case where information might need to be shared with another agency and, if necessary, refer to Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers (2015) or seek legal advice.

In line with its obligations the School will pass on child protection records when a child or young person changes School. These will be sent confidentially and using a "signed for" delivery service/confirmation of receipt obtained. A copy may be kept until safe delivery at the new School and the copy will then be destroyed. Reasonable steps will be taken to ensure similar records are obtained from feeder schools and EYFS providers.

When the School is unsure of the Student's next educational setting, it will fulfil its duty to inform the Local Authority that the Student may be missing in education.

11 Contact Numbers

The Headteacher of Giggling Panda Chinese School is Ms Emily Liu. She may be contacted
admin@gigglingpanda.co.uk

Information for professionals and volunteers working with children residing in Hertfordshire can be found at:

<https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshiresafeguarding-children-board/professionals-and-volunteers/professionals-and-volunteers.aspx#>

Useful contacts include:

<u>MASH – Multi-Agency Safeguarding Hub (for referrals of Students living in Herts)</u>	Tel: 0300 123 4043
Where there are concerns for a child, a professional consultation is available by phoning: <u>Targeted Advice Service</u>	Tel: 01438 737511 (professionals only)
Where there are clear concerns about risk of harm to a child, a referral should be made to: <u>Children’s Services: Safeguarding and Specialist Services</u>	Tel: 0300 123 4043
<u>CPSLO - Child Protection School Liaison Officer</u> : John Mairs john.mairs@hertfordshire.gov.uk	Tel: 07795 051172
<u>Prevent non-emergency advice:</u>	Tel: 020 7340 7264 counterextremism@education.gsi.gov.uk
If you want to report a case of FGM, call <u>Herts Police</u>	Tel: 01707 354000/101
<u>NSPCC Whistleblowing Helpline</u>	Tel: 0800 028 0285

The following telephone numbers may be useful for Students:

- ☐ Hertfordshire Contact Centre Tel: 0300 123 4043
- ☐ Childline Tel: 0800 1111
- ☐ NSPCC Tel: 0808 800 5000
- ☐ Confidential Anti-Terrorism Helpline Tel: 0800 789312

NB: The School's catchment area includes several boroughs and authorities, so telephone numbers of other local authorities are available from the DSL.

Appendix A – Procedure for Dealing with Allegations Against Staff

The School has procedures for dealing with allegations against staff, governors and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures will be used where the member of staff or volunteer has:

- ☐ Behaved in a way that has harmed a child, or may have harmed a child
- ☐ Possibly committed a criminal offence against or related to a child
- ☐ Behaved towards a child or children in a way that indicates he or she may pose a risk of harm if he or she work regularly or closely with children
- ☐ Behaved or may have behaved in a way that indicates they may not be suitable to work with children
- ☐ Been perceived to have failed the 'harm test'.

1. Allegations against Staff

The Designated Officer should be informed of all allegations that come to the School's attention and appear to meet the criteria. Where an allegation or complaint is made against the DSL or any other member of staff or a volunteer, the matter should be reported immediately to the Head. Where appropriate, the Head will consult with the DSL and all allegations will be discussed with the Designated Officer before further action is taken. A report is made to OFSTED within 14 days if there is an allegation of serious harm or abuse by any person living, working or looking after children at the premises or elsewhere, or any other abuse on the premises. If the allegation is about the welfare of a child, then children's social care should be contacted directly.

2. Allegations against Supply Teachers

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency. The school will ensure that any such allegation is dealt with properly, and in no circumstances will the school decide to cease to use a supply teacher due to safeguarding concerns, without find out the facts and liaising with the local authority to determine a suitable outcome. The School will fully involve agencies in any enquiries from the LADO, police and/or children's services, but understands that, as the organisation with direct access to Students and other School staff, it is likely that it will usually take the lead in any investigation involving a supply teacher.

3. Disclosure of Information

The Head will inform the accused person of the allegation as soon as possible after the Designated Officer has been consulted. The Parents of the child involved will be informed of the allegation as soon as possible if they do not already know of it. Where the Designated Officer advises that a strategy discussion is needed, or the police or the local authority's social care services need to be involved, the Head should not inform the accused or Parents until these agencies have been consulted and it has been agreed what information can be disclosed. The Parents should be kept informed of the progress of the case, including the outcome of any disciplinary process.

4. Support

A School has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available for the individual, as appropriate.

5. Action to be taken against the Accused

Where an investigation by the police or the local authority children's social care services is unnecessary, the Designated Officer will discuss the steps to be taken with the Head (or the Chair of Governors where the allegation is against the Head). The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to summary dismissal or a decision not to use the person's services in the future.

It may be necessary to undertake a further investigation to determine the appropriate action. If so, the Designated Officer will discuss with the Head how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances, it may be appropriate to appoint an independent investigator as advised by the Hertfordshire Safeguarding Children Board.

6. Suspension

Suspension must not be an automatic response to an allegation and should only be considered in a case where:

- ☐ there is cause to suspect a child or other children at the School is or are at risk of significant harm
- ☐ the allegation warrants investigation by the police or
- ☐ the allegation is so serious that it might be grounds for dismissal.

The professional reputational damage that can arise from suspension where an allegation is later found to be unsubstantiated, unfounded or malicious must be considered. It may be that the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment.

7. Criminal Proceedings

The School will consult with the Designated Officer following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

8. Return to Work

If it is decided that the person who has been suspended should return to work, the School should consider how to facilitate this, for example, a phased return may be appropriate and/or the provision of a mentor to provide assistance in the short term. The School should also consider how to manage the contact with the child who made the allegation.

9. Ceasing to Use Staff

If the School ceases to use the services of a member of staff (or a governor or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used and there will be a prompt and detailed report to the Disclosure and Barring Service. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors within one month. Where the individual is involved with teaching, the TRA will also be notified if the issue is unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

10. Resignation

If a member of staff (or a governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School. Resignation will not prevent a detailed report being made to the Disclosure and Barring Service within one month in appropriate circumstances. Where the individual is involved with teaching, the TRA will also be notified if the issue is unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

11. Timescales

All allegations must be dealt with as a priority. Where it is clear immediately that the allegation is unfounded or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Head should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, it should be held within 15 working days.

12. Unfounded or Malicious Allegations

Where an allegation by a Student is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's policy on behaviour, discipline and sanctions.

Where Parents have made a deliberately invented or malicious allegation, the Head will consider whether to require that Parents withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a Student or Parents (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

13. Record Keeping

Details of an allegation will be recorded on the employee's file and retained at least until the employee reaches the normal retirement age or for a period of ten years from the date of the allegation, if this is longer, unless the allegation was found to have been malicious, in which case it will be removed from the employee's records.

Appendix B - Role of the Designated Safeguarding Lead

Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff, from the School leadership team, 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 interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

1. Deputy Designated Safeguarding Leads

It is a matter for individual Schools as to whether they choose to have one or more Deputy Designated Safeguarding Lead(s). Any deputies should be trained to the same standard as the Designated Safeguarding Lead and will have the time, status and authority to be responsible for such matters to deputise for the Designated Safeguarding Lead where appropriate.

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.

2. 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.

3. Work with Others

The Designated Safeguarding Lead is expected to:

- Liaise with the Head to inform them of issues, especially ongoing enquiries under Section 47 of The Children Act 1989 and police investigations
- Liaise with the “case manager” and the Designated Officer(s) at the local authority for child protection concerns
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies and
- Act as a source of support, advice and expertise for staff.

4. 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.

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, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the School’s Safeguarding Policy and procedures, especially new and part-time staff
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- Understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice on and support to staff in protecting children from the risk of radicalisation
- 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 may put in place to protect them.

5. Raise Awareness

The Designated Safeguarding Lead should:

- Ensure the School's child protection policies are known, understood and used appropriately
- Ensure the School's Safeguarding 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 School's Safeguarding Policy is available publicly and Parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this
- Link with the local Safeguarding Partnerships to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

6. Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during School hours) for staff in the School to discuss any safeguarding concerns.

Appendix C - Child Protection during the COVID-19 Measures

1. Context

The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual.

Schools have been asked to provide care for children who are vulnerable and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This document will be reviewed by a Designated Safeguarding Lead (DSL) or a deputy DSL on a regular basis as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the School's website and is made available to staff by email. The School will ensure that on any given day all staff in attendance will be aware of who the DSL and deputy DSLs are and how they can contact them.

2. Safeguarding Priority

During these challenging times the safeguarding of all children at the School – whether they are currently at home or in attendance – continues to be the top priority. The following fundamental safeguarding principles remain the same:

- The best interests of children continue to come first
- If anyone in the School has a safeguarding concern, they will act immediately
- A DSL or deputy DSL will always be available by email or phone
- Children should continue to be protected when they are online □ The staff will be employees of the School.

3. Safeguarding Partners' Advice

The School continues to work closely with their safeguarding partners, and will ensure this appendix is consistent with their advice. This will include expectations for supporting children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need. The current advice can be found via the link below.

http://www.thegrid.org.uk/info/welfare/child_protection/referral/consultation.shtml

4. Roles and Responsibilities

The roles and responsibilities for safeguarding in School remain in line with this Safeguarding Policy. A DSL or Deputy DSL will be available by phone and /or online video.

5. Vulnerable Children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans.

Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have underlying health conditions that put them at risk. Where a parent does not want their child to attend school, and their child is considered vulnerable, the School will discuss this with the social worker and explore the reasons for this directly with the parent.

Those with an EHC plan will be risk-assessed in consultation with the local authority and parents to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

The School will encourage their vulnerable children and young people to attend a school, including remotely if needed. Senior leaders in the School, especially the DSL (and deputies) know who the most vulnerable children are, and they have the flexibility to offer a place to those on the edge of receiving children's social care support.

6. Increased Vulnerability or Risk

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of students and their parents. Staff will be aware of this in setting expectations of students' work where they are at home. Where the School are providing for children of critical workers and vulnerable children on site, it will ensure appropriate support is in place for them. Staff will be aware of the mental health of children and their parents and carers and will contact the DSLs of the relevant school if they have any concerns.

7. Reporting Concerns about Children or Staff

The importance of all staff acting immediately on any safeguarding concerns remains. Staff will continue to follow Child Protection procedures as described in this Safeguarding Policy and advise the DSL of any concerns they have about any child, including those who are not attending School.

8. Staff Training

For the duration of the COVID-19 measures, staff training will be kept up to date.

9. Peer-on-Peer Abuse

The School recognises that children can abuse their peers and staff are clear about the School's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. The School also recognises that abuse can still occur during a school closure or partial closure and between those children who do attend the school site during these measures. Staff will remain vigilant to the signs of peer-on-peer abuse and will follow the process set out in this Safeguarding Policy.

10. Online Safety

It is likely that children will be using the internet and engaging with social media far more during this time. Staff are aware of the signs of cyberbullying and other online risks and the School's filtering and monitoring software remains in use for children who are in School during this time to safeguard and support children.

Staff will follow the process for online safety set out in the guidance below – important safeguarding advice for livestreaming lessons.

Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this appendix and report that concern to the DSL via email admin@gigglingpanda.co.uk.

11. Important Safeguarding Reminder for Livestreaming Lessons

When staff plan to record or livestream lessons via an online platform, in order to assess any risks and take appropriate actions to minimise harm and protect themselves and Students things that will be considered include:

- a) *Group Communications* □ All communications with Students must be made using a School, not personal, email and on a school device
 - Staff and Students must be wearing suitable clothing as must anyone in the background
 - Staff and Student computers should preferably not be in bedrooms but in a communal area, where possible against a neutral background no photos or personal items visible
 - Live lessons should be kept to a reasonable length of time, and should not exceed the normal length of the lesson
 - Language must be professional and appropriate.

b) *Additional Advice for 1:1 Communication*

- There should be no 1:1 live cam teaching without a written permission from the parent – see below. Group chats are acceptable
- A live chat should be time and date logged, recorded and backed up elsewhere so that the video can be reviewed if necessary – there is a mechanism for doing this on Teams where a log is kept automatically
- If a staff member needs to contact a parent, they must first discuss this with their HOD or Section Head. Use 141 in front of the number so they cannot access your personal number. Staff must be mindful of data protection and delete any parent numbers.

12. Pastoral Support for Children not in School

Where the DSL has identified a child who needs support, or who would normally receive additional pastoral support in school, they will ensure that a communication plan is in place to support that child.