

WHITGIFT SCHOOL

Safeguarding Children Policy

September 2019

Designated Safeguarding Lead: Dayle Kirby, Pastoral Deputy

Contact Details: Telephone: 020 8688 9222/ Email: dmk@whitgift.co.uk

Deputy Safeguarding Leads:

Peter Ellis (Second Master)

Contact Details: Telephone: 020 8688 9222/07786 258543 Email: pje@whitgift.co.uk

Adrian Norris (Assistant Head)

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Paul Wilson (Pastoral Assistant)

Contact Details: Telephone: 020 8688 9222 Email: psw@whitgift.co.uk

Note:

If a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and/or the Police. Anyone can make a referral. Where referrals are not made by the Designated Safeguarding Lead, the DSL should be informed as soon as possible that a referral has been made. The contact numbers below can be used for making direct referrals.

Croydon Single Point of Contact for Early Help and Children's Social Care

Urgent child protection matters needing immediate attention: 020 8255 2888 (M-F 9-5)

Professionals' consultation line: 020 8726 6464

Out of Hours for urgent child protection matters that cannot wait until the next working day:
020 8726 6400

If you believe a child is at immediate risk of harm, call the Police on 999

Local Authority Designated Officer (LADO): Steve Hall: 020 8726 6000 Ext. 84322
(for allegations against staff)

Role of the Trust Board of The Whitgift Foundation as Proprietor

As proprietor and governing body, The Whitgift Foundation fully undertakes and recognises its statutory and regulatory duties relating to each of the three Foundation schools: Old Palace of John Whitgift School, Trinity School of John Whitgift and Whitgift School. The Foundation has extensive statutory and regulatory duties beyond those relating to its three schools in the form of care homes and other significant commercial interests.

Therefore, to support the Court of Governors of the Whitgift Foundation (the 'Court') in fulfilling the Foundation's statutory and regulatory responsibilities, each of the three Foundation schools has its own School Governing Committee, of which at least four members are Court Governors, including the Chairman. The Head of each school reports directly to the Chairman of the School Committee and it is the School Committee that has direct oversight of the School and its performance.

Each of the three school committees, supported by sub-committees, are charged (without the Foundation delegating its responsibilities) to review in detail and monitor all statutory and regulatory requirements and report back to the Court, which meets four times a year, via the Chairman of the School Committee and the submission of School Committee minutes, so that the Court can consider and oversee any matters arising and deal with them as appropriate.

A Court Governor will be appointed to take lead responsibility for safeguarding arrangements on behalf of The Whitgift Foundation and this appointment will be reviewed annually by the Court.

Introduction

In developing this policy, the School has had due regard to:

- *Keeping Children Safe in Education* (from September 2019) (KCSIE)
- *Working together to Safeguard Children* (Summer 2018) (WTSC)
- NMS for Boarding Schools
- *The Prevent Duty* (Revised July 2015)

We take our definition of safeguarding from Keeping Children Safe In Education (KCSIE): 'protecting children from maltreatment; preventing impairment of children's 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.' 'Safeguarding' is an umbrella term which covers Child Protection (the specific protection of children from risk of abuse) and the promotion of wellbeing. The policy should be read in conjunction with other documents, specifically the Safer Recruitment Policy, the Staff Code of Conduct, the Health & Safety policies, the Anti-bullying Policy, the Online Safety Policy and the Missing Pupils Policy.

The purpose of the whole-school safeguarding policy is to provide clear direction to staff and others about expected codes of behaviour in dealing with child protection and welfare issues. This policy makes explicit the School's commitment to the development of good practice and procedures in order that child protection referrals may be handled sensitively, professionally and in ways that support the needs of the child, and has been developed in accordance with the procedures of the Croydon Local Authority, which itself subscribes to the London Continuum of Need.

The Croydon LA website with local policies and protocols can be found at <http://croydonlcsb.org.uk/professionals/policies/>. The policy will be reviewed at least annually and more regularly if required. The School's policies and procedures will also be reviewed in full and in detail in the event of a substantiated allegation against a member of staff. Any deficiencies or weaknesses in arrangements will be remedied immediately.

Background

In 2003, the Government published a Green Paper called *Every Child Matters* alongside the formal response to the Laming report into the death of Victoria Climbié. After a thorough consultation process, the Children Act 2004 became law. This legislation is the legal underpinning for *Every Child Matters*, which sets out the Government's approach to the well-being of children and young people from birth to age 19.

The aim of the *Every Child Matters* programme is to give all children the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

Rationale

Whitgift School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care: *'The welfare of the child is paramount'* (Children Act 1989). Whitgift School fully recognises the contribution it can make to protect and support boys in school. *'Because of their day-to-day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.'* (Working Together – Under the Children Act, 1989). The School tries to give each individual child at Whitgift the support he needs to achieve the aims of the Every Child Matters programme. Because of the age range, diverse backgrounds and cultures of the boys at Whitgift there is a wide variety of issues that boys might present, from homesickness for a young boarder, to issues associated with their teenage development such as body image, self-harm, eating disorders, the exploration of identity, and all issues relating to mental health. Particular issues challenging accepted religious or philosophical belief, including the threats of radicalisation, may destabilise the world-view of boys as they mature and staff need to be keenly aware of such factors. Events such as family or personal illness, bereavement or divorce can make boys vulnerable at any stage. The staff will take care to be alert and sensitive to how such matters impact upon the safeguarding and welfare of individual boys. The School aims to act in and promote the best interests of the child. Many challenges are raised by the use of social media and electronic forms of communication; the latter issues are covered more fully in the Online Safety Policy. There are three main elements to our child protection / safeguarding children policy.

- **Prevention** – by creating a positive school atmosphere, teaching and pastoral support of all boys
- **Protection** – by following agreed procedures, including during recruitment, and by ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns
- **Support** – by providing support to staff in dealing with child protection issues and to boys who may have been abused.

Aims

At Whitgift we recognise that, for pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevent the chances of abuse happening. Whitgift School will therefore aim to:

- Establish and maintain an ethos where boys feel secure, are encouraged to talk, and know that people will listen to them.
- Ensure that boys know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for PSHEE, which equip boys with the skills they need to stay safe from abuse.
- Include in the curriculum material which will help boys develop realistic attitudes to the responsibilities of adult life.
- Ensure that, wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Act at all times according to what is in the best interests of the child.

Framework

All adults working with or on behalf of children have a responsibility to protect children.

Teachers see the same pupil on a regular basis and can therefore assess changes that take place. These may be immediate changes in behaviour/attitude/self-esteem or school work. There are, however, key people within schools who have specific responsibilities for ensuring that staff are aware of child protection procedures and that issues are dealt with in an appropriate manner.

The Safeguarding Lead, Senior Designated Teacher and Child Protection Officer is **Mr Dayle Kirby, Pastoral Deputy, ext 2777**. The Safeguarding Lead is also responsible for all aspects of online safety and manages the Online Safety Coordinator. The Safeguarding Lead is assisted by a team of Deputy Safeguarding and Child Protection Officers. **The Second Master, Mr Peter Ellis, ext 2931** and **Assistant Head, Head of Boarding, Mr Adrian Norris, ext 2941** assume the responsibilities of the named person in the absence of the Pastoral Deputy. The Designated Teacher for the Wellbeing and Achievement of Looked After Children is **Mr Paul Wilson, ext 2183**. The designated Governor for safeguarding and child protection is . The designated Governor maintains frequent and regular contact with the Safeguarding Lead and is a member of the Whitgift School Committee, briefing

Governors on safeguarding issues as appropriate. ***Mrs Pauline Davies, tel: 01580 860530*** is the Designated Safeguarding Lead Governor of the Court of the Whitgift Foundation.

The School informs parents of safeguarding procedures by incorporating the policy in the Pastoral Handbook which is distributed to parents of all new pupils and in the School Policies document which is available on the School website.

Training and support

The School will ensure that the Safeguarding Lead will attend training in child protection and inter-agency working (updated every two years). The Safeguarding Lead, the Second Master, the Online Safety Coordinator and other relevant staff have been trained to inter-agency level in accordance with the procedures of the Croydon safeguarding partners and the Safeguarding Lead attends regular update meetings.

The Headmaster and all teaching and non-teaching staff will receive basic training at least once every three years and will be updated on any changes to safeguarding arrangements and regulations as soon as possible. The staff will also receive regular online safety training. At the start of each academic year all staff are reminded of the identity of the Safeguarding Lead and must read the following documents:

- the Safeguarding Policy
- the Staff Code of Conduct (which includes the whistleblowing procedure)
- Part 1 and Annex A of KCSIE (September 2019)

All new staff, including temporary staff and volunteers in regulated activity, are provided with induction training which covers the same points as outlined above. This training includes training in the implementation of the Behaviour, Discipline and Exclusions Policy, and particularly focuses on how best to deal with pupil behaviour in a positive manner.

Line managers will provide a support network to staff in their team and give guidance and support on procedures.

The School will seek to promote a culture to enable all staff to discuss any personal concerns or difficulties that may get in the way of protecting children. As recommended in WTSC, staff are made aware they are part of a wider safeguarding system both in school and in connection with other agencies such as social services and the Police, and may at any time make direct referrals to such agencies. Support will be given via the line management system and all staff are encouraged to take such concerns privately to their line manager or directly to the Safeguarding Lead if necessary. An outline of expected responsibilities of the Safeguarding Lead appears as Annex B of KCSIE and is included in this Policy as Appendix 2.

PROCEDURES

Pupils at Whitgift live in a large number of different areas which are administered by different Local Authorities, the contacts for which appear in the link in Appendix 1. The Local Authority whose procedures the School is guided by is Croydon as our local safeguarding partner. Child Protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or who are at risk of suffering 'significant harm'. It is important that a distinction is made between 'concern for a child' and a child 'in immediate danger or at risk of harm'. KCSIE has a useful flowchart for the process for actions where there are concerns about a child: see Appendix 3. Where a concern for a child does not reach the threshold for immediate action by children's services or the Police, the child may still benefit from Early Help assessments, interventions and support from a range of agencies. In such cases, there should be a discussion with the Safeguarding Lead, who will either initiate or advise on the process.

Definition of 'significant harm'

'harm' means ill treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill treatment of another; **'development'** encompasses physical, intellectual, emotional, social or behavioural; **'health'** includes physical and emotional.

Definition of 'abuse' or 'neglect'

Abuse and neglect are forms of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. It can happen to children of any age, sex, ethnicity, sexual orientation or disability. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

There are 4 defined areas

- 1 – PHYSICAL ABUSE
- 2 – NEGLECT
- 3 – SEXUAL ABUSE
- 4 – EMOTIONAL ABUSE

Types of abuse and neglect as defined by KCSIE p.8 - 10 and available at [KCSIE 2019](#)

Types of abuse and neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

Recognising signs of abuse

Irrelevant of the department you work in and the nature of your job at school, you are likely to encounter children during the course of your normal working activities. You are in a unique position to be able to observe signs of abuse or neglect, or changes in behaviour which may indicate a child may be being abused or neglected. As a members of Whitgift staff, you should ensure you are **alert** to the signs of abuse and neglect, that you **question the behaviour** of children and parents/carers and do not necessarily take what you are told at face value.

Below you will find an outline of some signs of abuse. Please be aware this list is not exhaustive but should provide a good source of indicators.

Signs of abuse and neglect

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Signs of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - bruises or cuts;
 - burns or scalds; or
 - bite marks.

Signs of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Signs of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Signs of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Signs of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care⁴; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Definition of 'child'

This is given as 'anyone who has not reached their 18th birthday'; whether or not they are living away from home does not change their status or their entitlement to protection under the Children Act of 1989. It is Whitgift's practice that the same rules and guidelines equally apply to pupils who are 18 years or over.

HOW TO RESPOND IF A CHILD CONFIDES IN YOU (DISCLOSURE)

It can take a great deal of courage for a child to talk to an adult about abuse. The child may have to betray a person who is close to them and loved by them and they are risking a great deal in the hope you will believe what they say.

Helpful responses

- Remain calm, approachable and receptive.
- Listen carefully, without interrupting.
- Make it clear you are taking them seriously.
- Reassure them they are right to tell you and that they should not feel guilty.
- Inform them that you will do all you can to help and what will happen as a result of their disclosure.
- Remain caring and supportive. Often a child may feel guilty, ashamed, confused or scared.

What not to do

- **It is important** to bear in mind that an allegation of child abuse or neglect may lead to a criminal investigation so it is essential that staff do not ask a child leading questions or attempt to investigate the abuse.
- **Do not** make assumptions.
- **Do not** make negative comments about the alleged abuser.
- **Do not** make any promises that you cannot keep including keeping the information secret. Make sure the pupil knows that the information will be passed on to the child protection officer.
- **Do not** share concerns with parents. If appropriate this will be done by the Safeguarding Lead after a discussion with Children's Services.

What to do next

- Make sure the boy is safe.
- Make an immediate, careful record of what was said using the boy's words, not an interpretation of them. Record facts not opinions.
- Make sure you date and sign the notes.
- Immediately, and **without delay** contact the Safeguarding Lead who will make the appropriate referral to Social Services or another external agency. You always have the right to make a referral yourself (see contacts at the end of this policy).
- In the absence of the Safeguarding Lead inform the Deputy Safeguarding Leads or Headmaster.
- Record in writing the fact that you have reported the situation to the Safeguarding Lead.

*Staff should always **refer** but never investigate. If you have any doubts about making a report, remember the possible consequences of not reporting. It can be the case that a picture of abuse emerges over a period of time with a number of incidents.*

In some instances a boy may choose to confide in an older boy or prefect regarding a Child Protection issue. As part of the Sixth Form induction into the Boarding House the Housemaster will brief these more senior boys on their course of action should this occur.

WHAT TO DO IF YOU SUSPECT A CHILD IS BEING ABUSED (without a disclosure)

- Discuss your concerns with the Safeguarding Lead.
- Show that you are available and prepared to listen.
- **Do not** share concerns with parents. This will be done by the Safeguarding Lead after a discussion with Children's Services if so advised.

Indicators that could lead a teacher to refer to the Safeguarding Lead include:

- Your observations of a boy's physical or emotional condition.
- The boy reveals signs of abuse through written work, drama or artwork.
- A boy tells you he knows someone who has suffered or is suffering abuse.
- Concerns about a sexual relationship that could lead to significant harm. All concerns regarding sexual activity of a young person should be referred immediately to the designated teacher.

The School provides a range of support for boys under its own auspices, such as the Counselling service, the Learning Support department and the Medical Centre; these are dovetailed with provision from external agencies such as Children's Services, CAMHS and the NHS. The Safeguarding Lead will make prompt contact with Children's Services wherever a child is in need of help or is at risk from anyone inside or outside school; in the case of the risk of serious harm this will be immediate. While concerns will usually be discussed with parents, the School reserves the right to refer without parental consent.

The same procedures apply to instances of possible abuse by a pupil or pupils on another pupil, and, where there is a risk of significant harm, will be referred to Children's Services by the Safeguarding Lead (or any member of staff). In cases such as this, both parties, whether 'victim' or 'perpetrator', will be considered 'at risk'.

It is important to understand that everyone, including all staff, parents and even members of the public have the right to make a direct referral to children's services if they have reasonable cause.

Further advice for all staff dealing with children can be found in the DfE advice *What to do if you are worried a child is being abused* (March 2015) at:

[Gov Doc: What to do if you re worried a child is being abused](#)

Confidentiality

Confidentiality is an issue that needs to be discussed and fully understood by all those working with boys, particularly in the context of child protection.

As a general rule staff should treat all personal information they acquire or hold in the course of working with children as confidential and take particular care with sensitive information. However, staff must **never** guarantee confidentiality to a pupil, as this may not be in the boy's best interests. Anyone who receives information in confidence should make sure that there is a clear understanding as to how it may be used or shared. If consent is not given, disclosure can be justified if it is in the public interest or if the proposed disclosure is a proportionate response to the need to protect the child.

Information relating to a boy about whom there are concerns should be given to the child protection officer who will take appropriate action.

It is important to remember that concerns about information sharing such as those in the Data Protection Act 1998 should be no barrier to the sharing of vital information about the welfare of children. For further guidance please refer to government advice in *Information Sharing* (July 2018) at: [Gov doc: safeguarding-practitioners-information-sharing-advice](#)

Records and monitoring

Well-kept records are essential to good safeguarding practice. The School is clear about the need to record any concerns held about a boy, the status of such records and when these records should be passed over to other agencies. Clear notes must be taken of times, date, concerns and in the case of the child disclosing information, of what was actually said and the notes should then be passed on to the designated person.

The Safeguarding Lead will keep confidential records, referral information and feedback from agencies involved with individual cases. This information is kept secure and separate from other school records. Individual staff are made aware of the confidentiality of information and that it is shared on a 'need to know' basis.

If a child transfers or leaves, the school to which they are transferring is contacted and information is passed on to the designated person to alert them to the need to monitor.

Child Protection Conferences

A child protection conference is called when there are concerns regarding the welfare of a child. This is a multi-agency conference and information on who chairs and who attends should be arranged with the Local Authority. The Safeguarding Lead or another senior teacher will normally attend the case conference.

Supporting pupils at risk

The School recognises that boys who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world in a positive way. School may be the only stable, secure and predictable element in the lives of boys at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

The School will endeavour to support pupils through:

- the curriculum by encouraging self-esteem and self-motivation.
- teaching pupils to keep themselves safe, including online, through PSHEE, assemblies and form periods.
- the School ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- the implementation of School rules (required under the Code of Practice, 1993 Education Act).
- a considered approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the School setting.

- regular liaison with other professionals and agencies who support the pupils and their families.
- a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interest to do so.
- the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- active consultation with appropriate external welfare agencies, including the reporting of any disclosure or suspicion of abuse within 24 hours.
- consideration of the wider environmental factors affecting a boy's life that affect contextual safeguarding.

Safety

The School will ensure that the site is a clean and safe environment, ensure that there are regular audits of all equipment and practise the fire drill regularly. The School will ensure that a responsible adult is on site when boys arrive, ensure full safety when on site and that when accidents occur they are recorded in an accident book.

The School will ensure that there is an accurate and up-to-date database detailing contact numbers for all boys and updated medical information. The School will put security measures in place and keep a careful check on all visitors and guests.

Safer Recruitment

Whitgift School takes child protection seriously and will keep child protection issues in mind throughout the recruitment process. All adults who work in school, and who are in regulated activity, whether paid or not, undergo identity, qualifications and the Disclosure & Barring Service (DBS) checks. A high number of senior staff have undertaken training in safer recruitment procedures, such as the course provided by the Children's Workforce Development Council. There will always be staff trained in these procedures on every recruitment panel. The School follows recruitment procedures in line with Part 3 of KCSIE, the Safeguarding Vulnerable Groups Act, 2006, guidance on Safeguarding Children and Safer Recruitment in Education, 2007 and Independent School Standards Regulations.

Whitgift School will always gain assurances that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils on another site (for example, in a separate institution).

Full details can be found in the School's separate Safer Recruitment Policy which may be requested from the School Office.

Visiting Speakers

Where visiting speakers are invited to the School by staff or by pupils themselves, the staff in charge of the event will carry out informal checks on their suitability, including their appropriateness in terms of risk of radicalisation. Reasonable background information is

obtained in advance to decide whether to invite and/or permit a speaker to attend the School. Informal checks may include, for example, checking their website, reviewing the nature of materials used by the speakers or suitability established through a personal acquaintance. Recommendations from schools that have used the speaker may also be sought. Where a visiting speaker or other professionals performing a similar function in School are in 'regulated activity', full checks are completed as with staff (including credentials, professional qualifications and a Disclosure and Barring Service Check with Children's Barred List check). Speakers and visiting professionals are asked for official photo identification on arrival, issued with a visitor badge and supervised by a vetted member of staff whilst on site.

In fulfilling its Prevent Duty obligations, the School does not discriminate on the grounds of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age.

Staff Code of Conduct

Whitgift School has a Staff Code of Conduct as a separate policy. The purpose of this Code of Conduct is to provide clear direction to staff about expected codes of behaviour in working with the young people entrusted to their care. The policy is designed to ensure staff are fully aware of what is required in terms of upholding appropriate relationships with pupils, both for their protection as well as that of their pupils. It also includes guidance on whistleblowing procedures. This policy may be requested from the School Office. The details for the NSPCC whistleblowing helpline appear in Appendix 1.

One-to-one teaching

Safeguarding procedures for staff who are engaged in one-to-one teaching are set out in the Staff Code of Conduct. Where one-to-one teaching occurs regularly, every practical precaution is taken to ensure safeguarding arrangements are sound. In the case of individual instrumental music tuition, doors to teaching rooms have windows and the Music Administrators are vigilant at all times.

Peer-on-peer abuse

Several forms of abuse may be carried out by pupils on other pupils. Such abuse might fall into any of the categories of abuse (with the possible exception of neglect). The School regards this type of abuse very seriously and will act to prevent and protect pupils as with other contexts of abuse. The School acknowledges that peer-on-peer abuse can often be gendered and that boys may be more susceptible to behaviour of this type. The School treats behaviour such as verbal or physical intimidation as unacceptable and will act against it (see the Anti-Bullying Policy for more detail). The School will not tolerate other forms of abuse such as initiation or hazing rituals. Abusive online behaviour, including sexting, between pupils is included in this, as is persistent abusive language which will not be condoned as 'banter', 'having a laugh' or 'part of growing up'. Of particular concern would be abusive behaviour by an older on younger pupil or directed at a pupil with Special Educational Needs or disability. It is worth noting that, although Whitgift is a boys' school, 'upskirting' is now a criminal offence; should any boy attempt to do this to any female, it will be treated as such. The culture of the School, fostered by PSHEE lessons, assemblies, mentoring systems and form periods, is strongly opposed to abusive behaviour and attitudes

between pupils. We recognise the importance of support for both perpetrators and victims of peer-on-peer abuse. Often perpetrators behave in this way because of serious pastoral issues of their own which need support. Allegations of peer-on-peer abuse should be promptly reported to the Safeguarding Lead and Head of Year, who will ensure the allegations are recorded in the Bullying Log and/or Safeguarding files as appropriate. If there is immediate danger or risk of harm, the procedures outlined above for immediate referral to the Safeguarding Lead, Children's Services or the Police should be followed.

Sexual Violence and Sexual Harassment between children

Sexual violence and harassment can occur between children of any age or gender, individually or in groups, physically or online. In May 2018 the government published [updated advice](#) and will review it in 12-18 months. There is a summary of the advice in Annex A of KCSIE and in a new part 5 dealing with the issue. The School will not tolerate sexual violence or harassment in any form, will challenge unacceptable behaviour and will respond appropriately to any report of such behaviour. This will include taking seriously any allegations, supporting and making safe any victim. It will deal appropriately with perpetrators, including, where appropriate, reporting incidents to the police and children's services.

SEN and Looked After Children

Because of the greater vulnerabilities of children with Special Educational Needs, particular support is given to them through the Learning Support department. The Head of Learning Support, Mrs Kirstie Richardson (ext. 2217, email: kir@whitgift.co.uk) works closely with the Safeguarding Lead and Heads of Year to protect the best interests of children identified with SEN. For further details, see the SEN Policy.

Equally, Looked After Children may have greater vulnerabilities. Mr Paul Wilson, the Designated Teacher for the Wellbeing and Achievement of Looked After Children, works closely with the Safeguarding Lead, who liaises with external agencies and foster parents to further the welfare of the child.

Children Missing from Education

Regular attendance at school is vital for a pupil to flourish; all children are entitled to full-time education suitable to their age, ability, aptitude and any special educational needs. A child missing from education could be a sign of abuse or neglect, including travelling to conflict zones, CSE, or other situations causing serious harm. Whitgift keeps admissions and attendance registers to track pupils' presence in school and has clear procedures for parents to request and report on absence for genuine reasons. In certain circumstances (such as a pupil removed from school to be home schooled, where the family has moved away or where the pupil has been declared medically unfit to attend) the School will inform the local authority before deleting the pupil from the school roll. Ten days or more of continuous unauthorised absence will also result in the School reporting to the local authority.

Whitgift School has a separate procedure covering pupils who run away or go missing.

Acting to prevent extremism

Whitgift School recognises its responsibility to protect children and young people from being radicalised or drawn into terrorism. The School has regard to the Prevent duty as expressed in the statutory guidance in Section 29 of the Counter-Terrorism and Security Act 2015, the Departmental advice for schools issued in June 2015, and the advice on 'The use of social media for online radicalisation' (July 2015) Training, including a session at an Inset Day, is provided to empower staff to handle discussions with pupils who voice support for extremist ideas that are part of terrorist ideology, and to intervene as appropriate. Further online training on the Prevent duty and Channel has been completed by key members of staff, including the Safeguarding Lead, other members of the Senior Management Team and those involved in boarding duties. Further WRAP (Workshop Raising Awareness of Prevent) training has been provided for the whole staff. Our definition of extremism is taken from KCSIE: the 'vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.' (Note 105, page 85 KCSIE 2019). Local guidance from Croydon safeguarding partners can be found at <http://www.croydonlcsb.org.uk>. If a member of staff finds such discussions or interventions difficult to handle they should seek advice from senior colleagues. If a member of staff is concerned about extremist views being put forward by a pupil they should report the matter to the relevant Head of Year. The Head of Year will consult with senior colleagues and assess the risk of the pupil being drawn into terrorism. The Safeguarding Lead will consult with the Prevent officer for Croydon; further action might include referring pupils to a Channel panel. The school IT filtering systems will have due regard to protecting pupils from extremist websites. Online activity which suggests engagement with extremist ideas, individuals or organisations will be referred to the Safeguarding Lead and the Online Safety Coordinator and will be treated as a safeguarding issue.

Gangs and Criminal Behaviour

A particular concern in London is the activity of gang behaviour and criminal activities associated with that. These may take the form of drug networks, running county lines or conflicts between particular gangs. It is possible for children to be exploited by these groups and any concerns about boys becoming involved in gang behaviour should be immediately reported to the Safeguarding Lead. Signs include: increased absence from school, unlikely changes in friendships, relationships with older individuals/groups, unexplained decline in academic performance self-harm or other significant changes in wellbeing. There are members of staff specifically trained in how to support boys at risk of gang culture, and in the case of criminal behaviour, referrals will be made to the Police and the relevant Children's Services. The Home Office guidance can be found at: <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

The member of staff trained to deal with issues of domestic violence is Mr Paul Wilson. Any issues regarding domestic violence should be referred to the Safeguarding Lead and Mr Wilson.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available online at NSPCC, Refuge and Safelives.

Child Sexual Exploitation (CSE)

CSE is, in the definition of the NSPCC a 'Type of sexual abuse in which children are sexually exploited for money, power or status'. As KCSIE states, what marks out exploitation is an imbalance of power in the relationship. It might involve various forms of coercion, including pressure from peers and sexual bullying such as cyberbullying or grooming. These issues will be addressed in PSHEE and Critical Reflection lessons, form periods and assemblies. Staff should be aware of signs which might be related to CSE (such as unexplained absences or gifts, manifesting inappropriate sexual behaviour, including online, and changes in temperament) and report any concerns to the Safeguarding Lead who will contact children's services.

Female Genital Mutilation (FGM)

Although this issue may not affect Whitgift pupils directly, should staff become aware of a boy indirectly affected (for example FGM having been carried out or planned within his family or friendship circle) this must be immediately reported to the Safeguarding Lead who will inform the Police and Children's Services. If a direct disclosure is made to a member of staff by a girl, for example if she is visiting to take part in music, drama or CCF, then there is a non-transferable duty on the member of staff to make a direct referral to the Police and Children's Services. The same process will apply for other practices such as breast ironing, or for boys, enforced circumcision.

Other Issues

Should any member of the school community have concerns about forced marriage or so-called honour based violence (HBV) affecting students, this should be urgently referred to the Safeguarding Lead. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Allegations against staff

It is essential that any allegation of abuse made against a teacher or other member of staff is dealt with fairly, quickly and consistently, in a way which provides effective protection for the child, and at the same time supports the person who is the subject of the allegation. The framework for managing cases of allegations of abuse against people who work with children is set out in Part 4 of KCSIE.

All allegations against staff, including volunteers, should be reported straight away to the Headmaster, or if the Headmaster is absent, to the Chairman of Governors, Mr Christopher Houlding (contact details in appendix 1 below). If the allegation relates to the Headmaster, it should be reported immediately, and without informing the Headmaster, to the Chairman of Governors. Staff may consider discussing any concerns with the school's designated safeguarding lead who will then speak to the Headmaster or Chairman of Governors as appropriate.

The Local Authority Designated Officer (LADO) will be informed within one working day of all allegations that come to the Headmaster's attention or are made directly to the Police, and immediately if the allegation is of suitable seriousness. The Headmaster will discuss with the LADO the nature, content and context of the allegation and agree a course of action including any involvement of the Police. Discussions will be recorded in writing, and communication with both the individual and the parents of the child/children agreed. In the case of a clear criminal offence, the Police will be informed immediately.

There may be up to three strands in the consideration of an allegation:

- a Police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
- consideration by the School of disciplinary action in respect of the individual.

Any member of the staff, parent, pupil or indeed member of the public may make a direct referral using the same procedure, including contacting the LADO directly.

Parents of the child involved will be contacted as soon as possible and will be kept informed of the progress of the case and of the outcome. Social Services and/or the Police may also consider what support the child involved may need.

The School will keep the person who is the subject of the allegations informed of the progress of the case and provide other support as appropriate. The member of staff will be advised to contact his/her union. Allegations will be dealt with in accordance with the Whitgift Foundation's Employee Protection (Safeguarding) Policy.

Suspension of a member of staff will be considered in any case where there is cause to suspect a child is at risk of significant harm, or the allegation warrants investigation by the

Police, or is so serious that it might be grounds for dismissal. A suspension will not occur automatically or without careful thought on the part of the Headmaster. Due weight will be given to the views of the LADO in these matters.

If it is decided on conclusion of the case that the member of staff may return to work then the School will try to facilitate this in the best way possible. Careful consideration will also be given as to how the person's contact with the child who made the allegation can best be managed.

If a member of staff involved in the supervision of boarding pupils is suspended as the result of an allegation, the School undertakes to provide alternative accommodation for that member of staff away from the boarding pupils.

Throughout the above process, every effort will be made to maintain confidentiality and guard against unwanted publicity.

Disclosure and Barring Service

The School will promptly report to the Disclosure and Barring Service (DBS) any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. The relevant address for referrals is given below.

Teacher Regulation Agency (replaces the NCTL)

The TRA is a department of the Department of Education. The School will also make a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. If the threshold for referral to the DBS is met this is not required; if not, the School may still make the referral to the TRA.

Review by School Committee and The Whitgift Foundation as Proprietor with regard to ISI Regulations and Safeguarding

The Whitgift School Committee is responsible for ensuring the annual review of this policy and will scrutinise both the effectiveness of the procedures included in the policy and their implementation. Where deficiencies are observed in policy and procedures, or updates have been issued by ISI, before the annual review, the Designated Safeguarding Lead and Second Master shall ensure that these are remedied as soon as possible and an updated policy will be presented to the Headmaster, who will request interim approval from the Chair of the Whitgift School Committee, who is also a Court Governor.

The School's Safeguarding and Child Protection Policy will be reviewed annually in August and additionally if there are changes to the regulations at other times of the year. In addition, the Head of Human Resources of the Whitgift Foundation will work with the School to ensure the policy and processes in it reflect any changes in the regulations, particularly with regard to staff.

The School's Safeguarding and Child Protection Policy will then be reviewed by the Welfare Committee and referred to the Whitgift School Committees for scrutiny before being submitted to the Education Committee of the Whitgift Foundation, where any amendments to the policy to reflect changes in the legislation will be highlighted. The Education Committee will have a standing agenda item of 'Safeguarding' to review any changes to the policy and any other significant safeguarding issues that have occurred within the School.

The Court will have a standing agenda item of 'Safeguarding' on its agenda to ratify the School's Safeguarding and Child Protection Policy, which will be attached to committee papers of the December meeting and any changes highlighted and discussed at the meeting, and to discuss any other significant safeguarding issues that have occurred within the School. The examination and ratification of the Safeguarding and Child Protection Policy, and a note of any discussion points, will be carried out by the Court and recorded in the Court minutes.

Availability of this Policy

This policy will be displayed on the School website – www.whitgift.co.uk. A paper copy is available on request from the School Office.

Reviewed by The Second Master and The Assistant Head (Pastoral): September 2019

Next review: August 2020 (or earlier as necessary especially if there are further KCSIE updates)

Appendix 1: useful contact details

Disclosure and Barring Service (DBS) www.gov.uk/dbs

Disclosure and Barring Service
PO Box 110
Liverpool
L69 3EF

DBS Helpline Tel: 03000 200 190

DBS customer services
PO Box 3961
Wootton Bassett
SN4 4HF

DBS Helpline Tel: 03000 200 190

customerservices@dbs.gsi.gov.uk

DfE contact for non-emergency advice for staff and governors on extremism

Telephone: 02073407264

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

Anne Longfield OBE, The Children's Commissioner
Telephone: 0207 783 8330 or 0208 528 0731

www.childrenscommissioner.gov.uk

NSPCC Whistleblowing Helpline

Telephone: 0800 0280285

Email: help@nspcc.org.uk

Chairman of Governors

Chairman of the Court of Governors of The Whitgift Foundation:
Mr. Christopher Houlding, Chartered FCSI
c/o the Clerk
The Whitgift Foundation
North End
Croydon CR9 1SS

Tel. 020 8680 8499

Local Authority Contacts

All Local Authority contacts can now be found in gov.uk under 'Report Child Abuse to your local council':

<https://www.gov.uk/report-child-abuse-to-local-council>

Croydon Council LADO

The Local Authority Designated Officer is Steve Hall (Quality Assurance Manager)
4th Floor, Zone F
Bernard Weatherill House
8 Mint Walk
Croydon
CR0 1EA
LADO@croydon.gov.uk Tel: 020 8726 6000

General contact for child protection concerns:
Department of Children, Families and Learning
Telephone: 0208 726 6400 Press 5 (24 hours)
Email: childreferrals@croydon.gov.uk

Executive Director of People (Children and Adults) 020 8726 6000

Croydon Concerned about a Croydon Child

Croydon's Contact Centre 020 8726 6400

Multi Agency Safeguarding Hub (MASH) 020 8726 6464 (for general safeguarding enquiries)
020 8255 2888 (for urgent safeguarding response)

24 Hour MASH contact 020 8726 6400 (24 hours)

Appendix 2: Annex B (Role of the designated safeguarding lead) of KCSIE (September 2019)

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.¹¹⁴ 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.

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;

¹¹⁴ 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.

- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) 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.

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 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.¹¹⁵
- 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;¹¹⁶
- 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

¹¹⁵ Full details in Chapter one of Working Together to Safeguard Children.

¹¹⁶ Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

- 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.

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.

Child protection file

Where children leave the school or college 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 designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead 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.

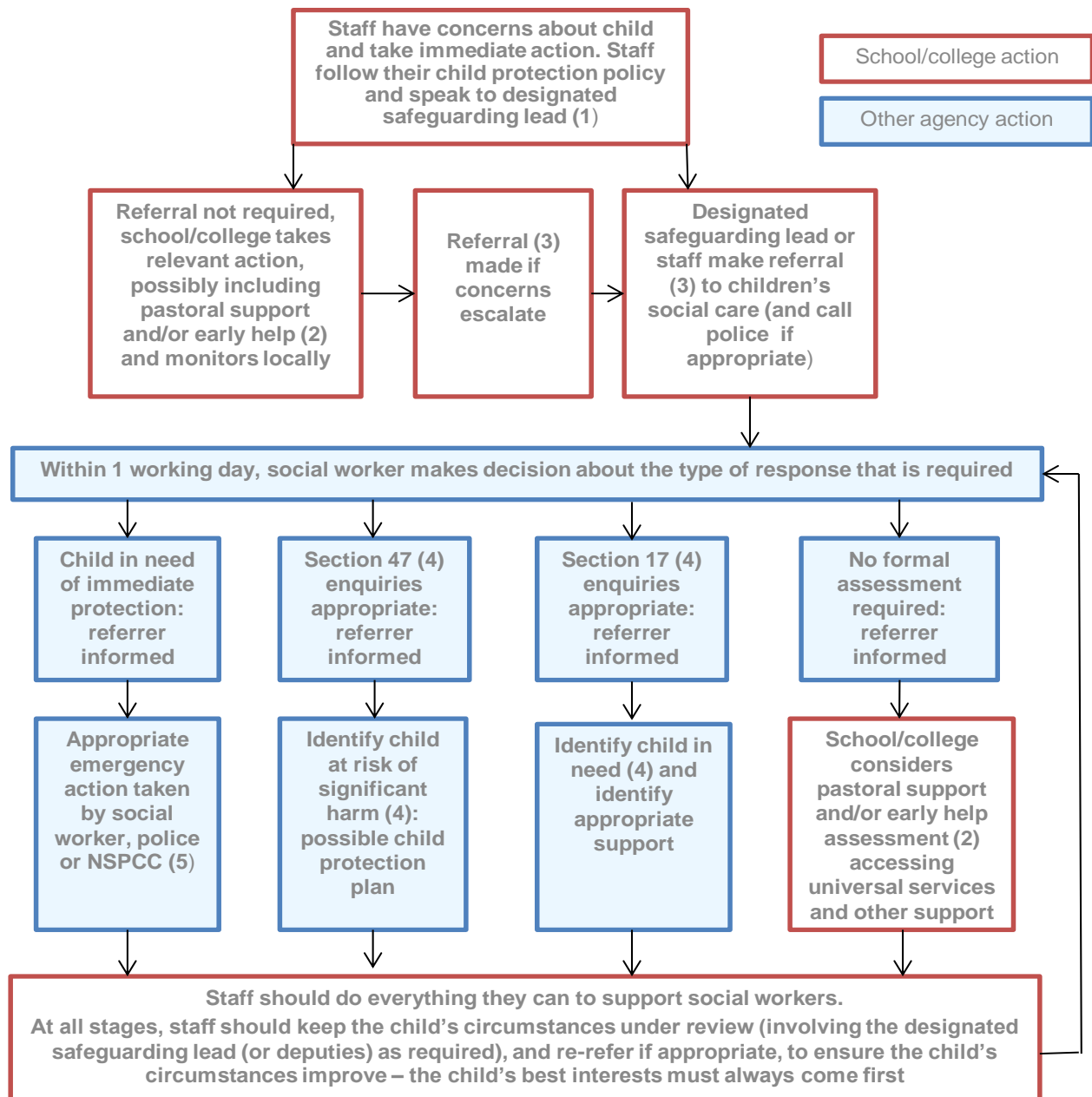
Availability

During term time the designated safeguarding lead (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 designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, 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 designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Appendix 3: Flowchart from p.16 of KCSIE (September 2019)

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).