



THE AMERICAN SCHOOL IN ENGLAND

TASIS England

Safeguarding Children

Child Protection Policy

Document Details

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TASIS THE AMERICAN SCHOOL IN ENGLAND SAFEGUARDING CHILDREN - CHILD PROTECTION POLICY

This policy applies to the whole school including the Early Years Foundation Stage (EYFS).

For purposes of this document, the term “Board of Directors” is deemed to have the same meaning as “Proprietor” in accordance with the ISSR, and is used interchangeably.

All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures, both within and outside of normal school hours, including activities away from school. All employees and volunteers should read this policy in conjunction with Part 1 of the latest version of Keeping Children Safe in Education (KCSIE), our Safer Recruitment Policy, Whistleblowing Policy, Children Missing from Education Policy, Staff Code of Conduct. Our approach at TASIS the American School in England is child-centered and, at all times, we will act in the best interests of the child. This policy takes full account of the child protection procedures agreed by the Surrey Safeguarding Children Board and statutory guidance *Working Together to Safeguard Children (HM Govt. Revised, amended and published July 2018)*.

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by Bryan Nixon (Head of School) and Jason Tait, the Designated Safeguarding Lead (DSL). The Proprietor (Board of Directors) will periodically review this policy, inclusive of its implementation and the efficiency with which the related duties have been discharged. The Proprietor recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. As such, staff can contribute to and shape our safeguarding arrangements and Child Protection Policy. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of updates to this policy and it will be made available to them in either a hard copy or electronically.

Agreed by:

Head of School	DSL	Proprietor (Chair of the Board)
Bryan Nixon	Jason Tait	Fernando Gonzalez
September 2018	September 2018	September 2018

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Please note that the local authority area (Surrey) must now begin to transition from Local Safeguarding Children Board (LSCB) to new 'safeguarding partners' – these will be the local authority (LA), a clinical commissioning group (CCG) in the area and a chief of police for a local force. It is expected that our local 'safeguarding partners' will name our school as a relevant agency and as such will allow it to be fully engaged in the new local safeguarding arrangements. A new system of child death review partner arrangements is also being put in place. Both these new systems will feed into the new national Child Safeguarding Practice Review Panel the role of which will be to promote improvement nationally. The transition must be completed by 29th September 2019. This policy will be amended as is appropriate when our local authority confirms that the changes have occurred.

The child protection policy forms pages 1 to 24 of this document. The appendices are on pages 25 to 40. However, the inspectorate requires us to number all pages consecutively and not to have the appendices as separate documents. We have separate comprehensive document Safer Recruitment and Staff Selection, Sexual Violence and Sexual Harassment (Peer on Peer abuse).

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KEY INTERNAL CONTACT DETAILS –

Jason Tait

Director of Pastoral Care (EYFS - 12th grade), Designated Safeguarding Lead (Whole School) and Prevent Officer, reporting directly to the Head of School

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Director of Boarding, Deputy Designated Safeguarding Lead (Whole School) and Prevent Officer with responsibility for Boarding

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Tel: 01932 582 526

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Sam Stover

Middle School Dean of Student Life, Deputy Designated Safeguarding Lead and Prevent Officer with responsibility for Middle School is:

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Tel: 01932 582 383



Debbie Faasee

Head of Lower School Early Years Foundation Stage (EYFS), Deputy Designated Safeguarding Lead and Prevent Officer with responsibility for Lower School

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Bryan Nixon

The Head of School for TASIS, The American School in England, responsible for managing the DSL and Safeguarding at TASIS

bnixon@tasisengland.org

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Fernando Gonzalez

Chair of the Board of Directors, the Proprietor with Leadership responsibility for Safeguarding and Prevent Duties (who is referred to as the 'case manager')

fgonzalez@tasisengland.org

Tel: 01932 565 252



John Arcay

Upper School Technology Integrationist, E-Safety Coordinator (Whole School)

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KEY EXTERNAL CONTACT DETAILS

External responsibilities and therefore details of any external personnel named below may be subject to change without notification to the school.

The Local Authority Designated Officer (LADO) service manages allegations against individuals who work with or volunteer with children in Surrey. If you have a concern with someone who works with children, please contact the LADO on 0300 123 1650 (option 3).

Duty LADO, Safeguarding Children Unit, Fairmount House, Bull Hill, Leatherhead, Surrey, KT22 7AH

Telephone: 0300 123 1650 Email: LADO@surreycc.gov.uk (or LADO@surreycc.gcsx.gov.uk for secure emails)

Emergency Duty team (out of hours' service): 01483 517898 Email: edt.ssd@surreycc.gov.uk

Keeping Children Safe in Education (Department for Education (DfE): September, 2018) **makes it clear that anybody can make a direct referral to Surrey Children's Services (SCS) including the LADO.** If a child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

Surrey MASH for Children at Risk and Children in Need / Early Help / Intervention and Assessment Services Children who have suffered or are likely to suffer significant harm are children at risk. Children who are in need of additional support from one or more external agencies are children in need.

Concerns about a child: If a child has suffered/likely to suffer harm, the DSL must immediately report this to SCS.

Children in need of additional support from one or more agencies: The DSL refers students immediately to the Surrey Early Help Partnership Service using the inter-agency assessment process via the Early Help Assessment (EHA) Form, thus utilising the "Team around the Child" (TAC) approaches in line with the referral threshold set by the Local Safeguard Children Board. A referral can be made direct or through Surrey MASH.

Email: earlyhelp@surreycc.gcsx.gov.uk Tel: 01932 795522.

The contact details of the **Surrey Children's Services MASH (Multi-Agency Safeguarding Hub)** for Children at Risk and Children in need of additional support from one or more agencies: is as follows:

Telephone: 0300 470 9100 (9.00am – 5.00pm Monday to Friday). Email: mash@surreycc.gov.uk Emergency Duty Team Out of Hours (5pm-9am): 01483 517898

The MASH is based at Guildford Police Station and combines Children's Service Social Workers and Police staff. They will decide whether a referral needs to go to a Social Worker or whether more information or an Early Help Assessment is needed.

If a child is in immediate danger or left alone, you should contact the Police or call an ambulance immediately on 999.

For safeguarding questions or advice about safeguarding arrangements and incidents within schools contact the **Education Safeguarding Team** on 01483 517771 or Email: education.safeguarding@surreycc.gov.uk.

Senior Lead for Education Safeguarding: Jane Dufton

Education Safeguarding Advisor: Adam Colwood

Education Safeguarding Advisor: Elisabeth Clark

Education Safeugarding Assistant: Samantha Fearnough

The Local Authority Prevent Lead for support and advice for the prevention of radicalisation is: PC Oliver Greenaway
Tel: 101 ext. 39055 – 07720 043980 Email: Oliver.Greenaway@surrey.pnn.police.uk

Female Genital Mutilation (FGM): Any child at risk of FGM must be referred to Surrey MASH, however known cases are to be referred to the police by teachers. Police contact details are: For non-emergency 101 and for emergency calls 999. For advice and guidance telephone: 0800 028 3550 or Email: fgmhelp@nspcc.org.uk

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Surrey Safeguarding Children’s Board (SSCB): which coordinates how children are safeguarded and protected from harm. Printed copies of the SSCB procedures are available from the School office and the SSCB can be contacted as follows:

SSCB Support Team, Fairmount House, Bull Hill, Leatherhead, Surrey, KT22 7AH

Telephone: 01372 833330 Email: SSCB@surreycc.gov.uk Website: <http://www.surreyscb.org.uk/>

Surrey Virtual School for Children in Care, County Hall, Penrhyn Road, Kingston Upon Thames, KT1 2DJ

Email: <http://virtual.school@surreycc.gov.uk>

Tel: 0208 541 9502

Other useful contacts for this policy:

Ofsted Piccadilly Gate, Store Street, Manchester, M1 2WD Tel: 03001234234

Email : enquiries@ofsted.gov Web : www.ofsted.gov.uk

Disclosure and Barring Service (DBS)

Address for referrals: PO Box 181, Darlington, DL1 9FA Telephone for referrals: 01325 953 795 Telephone for customer services: 0870 909 08 Email: customerservices@dbs.gsi.gov.uk

NSPCC Child Protection Helpline: 0808 800 5000 **Childline:** Tel: 0800 1111 www.childline.org.uk The **NSPCC**

whistleblowing helpline is available for staff that do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00PM, Monday to

Friday and email: help@nspcc.org.uk

SEQUENCE OF EVENTS TO BE FOLLOWED WHEN A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT:

The following strict guidance relates to any disclosures involving events within or outside the school or concerning adults or other children.

Create a safe environment by offering the child a private and safe place if possible. Stay calm and reassure the child and stress that he/she is not to blame. Tell the child that you know how difficult it must have been to confide in you. If there is a need for medical attention seek assistance without delay.

Listen carefully and uncritically, at the child’s pace, to what they have to say. Stay calm, take what is said seriously, reassuring the child but **advising that you cannot promise to keep a secret or assure confidentiality** (as this may ultimately not be in the best interest of the child). A suggested form of words that may help when talking to children are as follows: “I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to.” If there is a requirement for immediate medical intervention, assistance should be called. Tell the child what you are going to do next after the disclosure.

When talking to the child, do not interview the child, and keep questions to a minimum. Encourage the child to use his/her own words and do not ask leading questions, interrupt the dialogue or make assumptions, which might give particular answers. Do not repeat the disclosure or ask the child to repeat his or her disclosure other than to clarify what is being said. Do not display shock or disbelief. Seek consent from the child to share any information disclosed but, should consent not be given, an explanation can be given as to why the DSL must be told.

Record in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child (as much as possible in the child’s own words) and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. After the disclosure **record in writing** the child’s name, address and date of birth along with the child’s behaviour and emotional state, who else was present at the time of the disclosure. Sign (with time and date) all notes made and give them to the DSL. When the child has finished speaking, do not leave the child alone, but speak to someone who can help keep the child safe. Call for immediate assistance from the DSL or Deputy DSL or follow the procedures for allegations against staff, volunteers, and Proprietors. The DSL (or other responsible person within the scope of this policy) will then deal with the matter. Do not ask the child to repeat what he or she has said to the DSL. The child has chosen to tell a member of staff and this account will be believed and actions taken accordingly. The person who receives the allegation should log their concern on our safeguarding database

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CPOMS and the DSL notified.

Do not take responsibility for investigating the allegation yourself, as investigation is the sole statutory responsibility of Children’s Services and/or the police. Do not attempt to contact in any way any person mentioned in the disclosure. Reassure the child that you will ensure the matter will be dealt with. Immediately consult the DSL so that any appropriate action can be taken to protect the student if necessary. Only tell those people that it is necessary to inform; the DSL will consider the information and decide on the next steps. Until otherwise directed by the DSL, do not speak to anyone about the fact or content of the disclosure. Every complaint or suspicion of abuse from within or outside the school will be taken seriously and action taken in accordance with this policy.

Never take photographs of injuries or examine marks and injuries solely to assess whether they may have been caused by abuse or investigate or probe, aiming to prove or disprove possible abuse. Do not assume that someone else will take the necessary action. Do not speculate or accuse anybody, confront another person (adult or child) allegedly involved, offer opinions about what is being said or about people allegedly involved or forget to record what you have been told. **Never** fail to pass the information on to the correct person, or ask a child to sign a written copy of the disclosure or a ‘statement’.

ALLEGATIONS AGAINST STAFF, VOLUNTEERS, DSLs AND THE PROPRIETOR (SEE ALSO APPENDIX 5):

This applies where an adult within the school community has behaved in a way that has harmed, may have harmed or poses a risk of harm to a child. This also applies when an adult within the school community may have possibly committed a criminal offence against or related to a child.

- Allegations concerning all, other than the Head of School, are to be reported straight away to the Head of School (or in their absence the DSL). The Head of School will immediately contact the LADO to discuss the allegation and will act on the advice provided. The Head of School will keep the Chairman of the Board of Directors informed. The individual against whom the allegation is made is not to be informed.
- Allegations concerning the Head of School are to be reported straight away to the Chairman of the Board of Directors, who will immediately contact the LADO and will act on the advice provided. The Head of School is not to be informed.
- Allegations concerning a member of the Board of Directors are to be reported straight away to the Head of School, who will immediately contact the LADO to discuss the allegation and act on the advice provided. The individual against whom the allegation is made is not to be informed.
- **Allegations against an adult who is no longer employed by the school, or historical allegations, will be referred to the police.**

In each case, above, the LADO will be given sufficient detail to allow consideration of the nature, content and context of the allegation and to agree a course of action including any involvement of the Police. The Police will be informed if a criminal offence is alleged. Guidance will also be sought from the LADO and/or Police to enable the school to make a decision about whether or not the person against whom an allegation has been made should be allowed to remain on school premises and if so what, if any, conditions should apply. If TASIS were given information that suggested that a member of staff was abusing a student who is not a student at the school, the DSL would immediately report to the LADO and follow the procedure as if it were one of our own students.

In borderline cases, where there is room for doubt as to whether a referral should be made, the Head of School will consult with the LADO without identifying the family. However, as soon as sufficient concern exists that a student may be at risk of significant harm, a referral to Children’s Services will be made without delay. The school will not investigate allegations without first gaining the agreement of the LADO. In the case of serious harm, the Police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed. Arrangements for alternative accommodation away from children in cases where a member of the boarding staff is suspended pending an investigation of a child protection nature would be applied. TASIS will make every effort to maintain confidentiality and guard against publicity if there are allegations against teachers or staff up to the point where the accused person is charged with an offence. The following definitions will be used when determining the outcome of all allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;

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- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

CONTEXT AND STATEMENT OF PURPOSE

The Board of Directors of TASIS School take seriously the responsibility under Section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. Safeguarding is everyone's responsibility; although referrals are normally to be managed by the DSL, anyone may refer a child if necessary.

Our approach is child-centered and at all times, we will act in **the best interests** of the child. This policy takes full account of the child protection procedures agreed by the Local Safeguarding Children Board and statutory guidance *Working Together to Safeguard Children* (WTSC).

Abuse and Neglect (please refer to Appendix 1 of this policy): *Working Together to Safeguard Children* (HM Government, 2018) defines abuse as a form of maltreatment of a student. Somebody may abuse or neglect a student by inflicting harm, or by failing to act to prevent harm. Children may be abused by a family member, institution or a community setting, by those known to them or more rarely by others e.g. online abuse, any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. They may be abused by an adult or adults or another student or children. They may be abused through being witnesses to domestic abuse and teenagers can suffer domestic abuse in their relationships. It is important to remember that significant harm can be 'actual' (happening now) or 'likely' (events are leading to a situation where harm is probable).

To be considered a safeguarding concern or allegation, it is likely that some of the following features may be found:

- **Physical abuse** - violence, particularly pre-planned/deliberate; causing injuries such as bruises, broken bones, burns or cuts;; forcing others to use drugs or alcohol.
- **Emotional abuse** - also known as psychological abuse; blackmail or extortion; emotional maltreatment; threats and intimidation.
- **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.
- **Sexual abuse:** indecent exposure/touching or sexual assaults/harassment; forcing others to watch pornography or sexting, encouraging other pupils to attend inappropriate parties; photographing or videoing other pupils performing indecent acts. acts.and **child sexual exploitation** in which children are sexually exploited for money, power or status.

TASIS recognises that abuse, neglect and safeguarding issues are rarely safeguarding events that can be covered with one definition or label. In most cases, multiple issues will overlap with one another. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example the National Society for the Prevention of Cruelty to Children (NSPCC) offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/. Schools can also access broad government guidance on the issues listed here via the GOV.UK website: <https://www.gov.uk/>.

The three main elements to our school's safeguarding policy are:

Prevention: Safeguard children whether they are at risk of maltreatment or abuse or in need of specific local authority or inter-agency care. Our safer recruitment procedures include checking and recording the suitability of staff and volunteers developing procedures to deal with safeguarding issues, which may be specific to individual children in our school. The school seeks to actively promote the welfare of students at all times. Staff must be alert to situations where students appear to be unhappy or where there are marked changes in behaviour. The aim will be to 'listen' to students through the provision of early help, either through the school (counsellors, independent visitor) or through children's services under 'child in need' provisions.

Protection: Staff are trained and supported to respond appropriately and sensitively to all safeguarding concerns

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following our agreed procedures. We identify and act on early signs of abuse, neglect and reassess concerns when situations do not improve to ensure the right help at the right time to address risks and prevent risks escalating. We ensure that allegations, concerns, suspicions and complaints against staff are dealt with promptly, and in accordance with DfE and local guidance. We keep accurate records and share relevant information quickly in order to challenge inactivity. Additionally, we take all practical and appropriate steps to ensure that our school premises are as secure as circumstances permit.

Support: We support children who may have been at risk of significant harm (which includes the way staff respond to their concerns and any work that may be required) or children who have been abused, in accordance with their agreed Child Protection Plan. We seek to address both the mental and emotional welfare of children and families through: the provision of individual counselling, providing a positive and safe school environment, careful and vigilant teaching, accessible pastoral care, good adult role models and by promoting full cooperation with and contributions to the provision of appropriate coordinated support and/or early help from external agencies. Additionally, we operate robust and sensible health and safety procedures, along with clear and supportive policies on drugs, alcohol and substance misuse. We recognise that children have a right to feel secure and are unable to learn effectively unless they do so. Any adult can harm a child either by direct acts or failure to provide proper care, or both. This may be through neglect, emotional, physical or sexual abuse or a combination of such types.

Our children have the right to respect and protection from abuse, regardless of age, gender (including transgender), ability, language, religion, race, nationality, sexuality, culture or disability. They have the right to feel valued and confident, knowing how to approach adults if they are in difficulty. In our school a bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Our safeguarding Child Protection Policy is also dovetailed with the Behaviour Management and Anti-Bullying Policies. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Services or the Police, without notifying parents if this is in the child's best interests. In preparing this policy, we have been attentive to the nature, age range and other significant features of the school in the provisions made for safeguarding. In TASIS England, with the age range of 3 to 19 years, we are aware of the potential scope for problems relating to emotional health issues, body image, eating disorders, self-harm, and also radicalisation and extremism. In the early years setting, staff are required to look beyond the setting in order to understand and respond to the needs of young children.

This policy provides staff, volunteers and the Proprietor with the guidance they need in order to keep children safe and secure in our school and informs parents and guardians how we will safeguard their children whilst they are in our care. TASIS promotes safe practice and professional conduct to safeguard children and to mitigate against the potential for misunderstandings or situations being misconstrued so teachers and other staff are not vulnerable to allegations. Our staff maintains an attitude of 'it could happen here' as far as safeguarding is concerned. We understand the importance of children receiving the right help at the right time to address risks and prevent issues escalating.

Definition of safeguarding from *Keeping Children Safe in Education (KCSIE) (DfE: September 2018)* This is defined as 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. Children include everyone under the age of 18. However, we also have students up to the age of 19, to whom this policy is applicable.

Underpinning values: Where there is a safeguarding issue, TASIS will work in accordance with the principles outlined in the Surrey Safeguarding Children Board Inter-agency child protection procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded;
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs;
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.;

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- Parents will be advised about TASIS’s Safeguarding Policy on admission to the School. A copy of this policy is available on the [TASIS website](#);
- Individual family members should always be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children’s welfare. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by the Local Authority’s Children’s Social Care Department. The welfare of the child is paramount at all times;
- Each child has a right to be consulted about actions taken by others on his/her behalf in an age appropriate way. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer’s request for confidentiality. If a child may be at risk of significant harm, there is a duty on the School to share information with Children’s Social Care. This will be explained to the child or family member and appropriate reassurance given;
- Personal information is treated as confidential. It should only be shared with the permission of the individual concerned (and/or those with parental responsibility) unless the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict “need to know” basis;
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do;
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms;
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.

The Difference between Safeguarding and Child Protection

Safeguarding is a broader term than child protection. It encompasses all the elements set out above and is what a school should do for all children; Child Protection is part of this definition and refers to activities undertaken to protect children who have been harmed or are at significant risk of being harmed. Policies and procedures For Child Protection are, therefore, included in the Safeguarding policy and procedures. Where a child is thought to be suffering significant harm, or to be at risk of suffering significant harm, this must be reported to MASH immediately. Action must also be taken to promote the welfare of children who are believed to be in need of additional support, even if they are not suffering harm or at immediate risk. Such instances must be addressed through inter-agency assessment using local processes.

Thresholds for Intervention:

If staff have any concerns about a child’s welfare, they should act on them immediately, following the procedures set out in this policy. Please see Appendix 4 which sets out the process our staff will go through if they have concerns about a child. Options will then include:

- managing any support for the child internally via the school or college’s own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

If the allegation threshold is NOT met, the LA Designated Officer will agree with you an appropriate response (E.g. for the agency to undertake further enquiries or undertake an internal investigation).

If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. Normally a senior manager / safeguarding lead, the LA Designated Officer, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed –e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

Early Help: In the first instance staff, should discuss early help requirements with our DSL. The DSL will lead on liaising with other agencies and in setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an Early Help Assessment. The role of Early Help in our school allows our students to be supported

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at any point in their life by a range of external support agencies enabling potential concerns to be addressed to prevent further problems arising or before a child may come into immediate danger. It is the aim of targeted Early Help Services, arranged by the local authority, to address the assessed needs of a child and their family, which focuses on activity to significantly improve the outcomes for the child. Our staff are, in particular, alert to the potential need for early help for a child who:

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

After gaining consent from the child/family to share information gathered from discussions, relevant professionals will be invited to come together in a 'Team around the Child' (TAC) to assess the child's needs and decide with the child/family a course of action to provide the services needed. A TAC is a multi-disciplinary team of practitioners established on a case-by-case basis to support a child and their family.

Child in Need - S17 of the Children Act 1989: Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled
- This could include children who self-harm or disclose an intent to commit suicide.

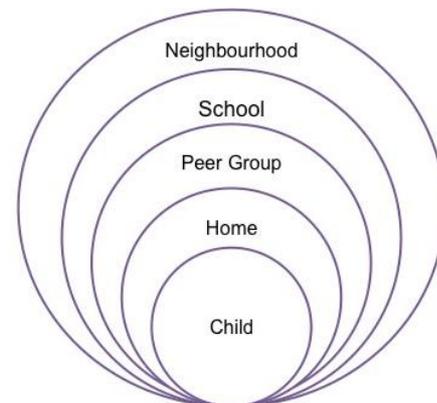
Child Protection (S47 Children Act 1989): The Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. In order to understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development. If staff or volunteers have significant concerns about any child they should make them known to the DSL. A referral to children's social care will be made immediately if there is risk of immediate harm to a child and, if a crime may have been committed, the matter will be reported to the police. It is important to understand that anyone can make a referral.

Unsubstantiated, false or malicious allegations: Where an allegation by a student is proven to have been deliberately invented or malicious, the Head of School will consider whether to take disciplinary action in accordance with the school's Behaviour, Discipline and Sanctions Policy. Where a parent has made deliberately invented or malicious allegations, the Head of School will consider whether to terminate the students' placement at the school. This is on the basis that he or she has treated the school or a member of staff unreasonably, unless moving forward; a working relationship based on trust, respect and transparency is established. TASIS England reserves the right to contact MASH or the Police to determine the appropriate action. The 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 through the school's Human Resources (HR)/Personnel arrangements.

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Contextual Safeguarding: At TASIS, we recognise that young people’s behaviours, levels of vulnerability and levels of resilience are all informed by the social/public, as well as private, contexts in which young people spend their time. When spending time in these extra-familial contexts young people may be exposed to healthy norms which promote pro-social relationships, or they may encounter harmful norms that are conducive to abusive and exploitative relationships.

As a result, we identify, assess and intervene where possible in all of the social environments where abuse and exploitation of young people can occur – in essence to take a ‘contextual’ approach to safeguarding. For example, our school leadership works with professionals and student body to challenge harmful, gendered school cultures, thus improving the pre-existing school environment. Additionally, we help to promote a culture of safety with the curriculum and around the school regarding students’ online activities – a place where young people spend an increasing amount of time, raising their vulnerability to potential abuse.



Concerns and allegations of abuse made against other children (Peer on Peer Abuse inclusive of sexual violence or harassment and banter): Please refer to our Peer on Peer Abuse Policy on the TASIS Website for further information - <https://www.tasisengland.org/page.cfm?p=2685> We recognise that some pupils on occasion will negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Anti-Bullying (including Cyber-bullying) and Behaviour Management Policies. Staff are clear as to our policy and procedures with regards to peer on peer abuse. There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence). We recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. We make it clear that abuse is abuse and should never be tolerated or passed off as ‘banter’, ‘just having a laugh’, ‘boys being boys’ or ‘part of growing up’. Peer on peer abuse can take many forms, including:

- Sexual Violence and sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery) and
- initiation/hazing type violence and rituals.

When dealing with abuse by young people on peers, we follow the key safeguarding documents, *Keeping Children Safe in Education* (DfE: September 2018) and *Working Together to Safeguard Children* (HM Govt: republished 2017), even where an alleged perpetrator is a child and we adhere to the Human Rights Act and the Equality Act. Additionally, we use a Peer-on-Peer Abuse toolkit to support staff in their safeguarding of our students. Sexualised abuse, including verbal abuse by peers is a safeguarding issue and is included in the school’s broader approach to safeguarding. If the school received an allegation of abuse by one or more pupils that is alleged to have taken place outside of the school premises, our safeguarding principles remain the same, and we could still carry out a referral to children’s services as necessary.

However, where there is ‘reasonable cause to suspect that a pupil is suffering, or likely to suffer significant harm’ the concern or allegation of Peer on Peer abuse must be reported to the DSL immediately, who will then refer to the MASH to discuss the case. A factual record should be made of the concern or allegation, but no attempt at this stage should be made to investigate the circumstances. A copy of the discussions and outcomes will be kept in both pupils’ files. Additionally, if appropriate the DSL will also refer pupils to an external safeguarding agency such as Childline and NSPCC.

Minimising the risk of peer on peer abuse: At TASIS England, we recognise the wide variety of students’ backgrounds and cultures who attend the school and as such, the requirement for us to promote students to respect, tolerate and show good will toward each other. We have employed a number of procedures to help minimise the risk of peer on peer abuse, with the majority of these focusing on educating our students about what is and what is not appropriate with regards to all forms of relationships with their peers. As part of our PSHEE and Relationship and Sex Education (RSE) lessons, we promote healthy and respectful peer- to-peer communications and behaviours between or students and provide an environment which challenges inappropriate behaviour. We teach our students to look out for potential signs that there may be an imbalance in power or

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control, the importance of permission-seeking and giving in relationships with friends, peers and adults and what to do to seek support. We make it explicit to our students what constitutes sexual harassment and sexual violence and why these are always unacceptable. We also teach our students about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Sexual Violence and Sexual Harassment between children: At TASIS, we take our definition of sexual violence from the [Sexual Offences Act 2003](#), which considers rape, assault by penetration and sexual assault, all types of sexual violence. **All allegations of sexual violence will be reported to the police, in parallel with children’s social care.** In addition, we define sexual violence as ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual violence and sexual harassment can be between two children, or a group of children. Both sexes may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment. We recognise that Children with SEND are likely to be more vulnerable. TASIS England is aware that online sexual violence or sexual harassment can be more complex, such as non-consensual sharing of sexual images; sexualised online bullying; unwanted sexual comments including on social media and sexual exploitation; coercion and threats. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. We recognise that sexual violence and harassment can occur both online and offline, both physically and verbally and is never acceptable. We make it clear that all forms of sexual violence and harassment are unacceptable and will not be tolerated. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (this may cross a line into sexual violence) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Responding to reports of sexual violence and sexual harassment: Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. Though it may not be necessary to report one-off issues of sexual harassment to the police, each allegation of abuse will be taken seriously, and the Designated Safeguarding Lead will still refer these allegations to children’s social care, who will support the school in deciding whether the victim or alleged perpetrator are in need of protection or other services. However, all allegations of sexual violence will be reported to the police, in parallel with children’s social care. Though children’s sexual behaviours can be developmentally expected, some more harmful sexual behaviours may cause developmental damage. The [Brook sexual behaviours traffic light tool](#) is used to help us consider harmful sexual behaviours.

Reports of sexual violence are often complex and require difficult decisions to be made, on a case-by-case basis, with the DSL taking the lead role, supported by external agencies such as children’s social care or the police. Some situations are statutorily clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.

Actions following a report of sexual violence and/or sexual harassment: A factual record should be made of the concern or allegation, taking the victim seriously, but no attempt at this stage should be made to investigate the circumstances, unless a child is in immediate danger or is at risk of harm, in which case, an immediate referral will be made to children’s social care and/or the Police. Every report will be considered on a case-by-case basis. Additionally, in cases where there is a report of rape, assault by penetration or sexual assault this should be passed to the Police. Victims will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; they will not be made to feel ashamed for making a disclosure. The DSL will follow the advice for practitioners in: What to do if you’re worried a child is being abused and will follow through the outcomes of the discussion and if so advised by Children Social Care, will make a formal referral if the incident meets the referral threshold set by the Local Safeguarding Children Board ensuring effective information sharing with

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any agencies or other professionals involved. The DSL will ensure good record keeping of related conversations, meeting and communications with a copy of the discussions, and outcomes will be kept securely. Staff should not assume that someone else is dealing with the incident and should discuss concerns with the DSL. Where an incident between two pupils takes place away from the school, the school's duties and procedures remain the same.

School Staff are trained as per Part One of KCSIE on how to manage a disclosure and are aware of anonymity in cases where an allegation is progressing through the criminal justice system. TASIS England will do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media. The DSL will make an immediate written risk and needs assessment where there has been a report of sexual violence, considering the victim, alleged perpetrator and other children and staff at the school (including actions to protect them). Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. Risk assessments will be kept under review. In cases of sexual violence, a professional risk assessment by external specialists may be required, and should be used to inform the school's own risk assessment. TASIS England will consider carefully any report of sexual violence or harassment and act in the best interests of the child. TASIS England will also consider carefully when to inform the alleged perpetrator, and this may be discussed with relevant agencies. The school actively considers the risks posed to our students and ensures adequate measures are in place to protect students and keep them safe. Staff may be expected to participate in any early help assessment, child protection enquiry, strategy discussion or other outcome, following a referral.

With any report of sexual violence and/or harassment, the DSL will consider:

- the wishes of the victim in terms of how they want to proceed. Victims will 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 nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children, including age gaps or differences in maturity, cognition or understanding (including SEND or learning difficulties);
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children, adult students or school staff and
- other related issues and wider context.

Managing the report: Whatever the school's response, it is underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons for decisions will be recorded. Dependent on the disclosure of sexual violence or sexual harassment, the school will consider the following courses of action:

- **Managing internally:** in some cases of sexual harassment (such as one-off incidents) the school may manage the incident internally, without the involvement of early help, following our behaviour management policy;
- **Involve Early help:** when a report may not require the use of statutory intervention, involving early help is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation;
- **Referral to children's social care:** in cases where there has been harm, is at risk of harm, or there is an immediate danger, a referral will be made to children's social care. Parents or carers will generally be informed of this, unless there is a clear reason not to at this stage. A risk and needs assessment will also be produced at this stage;
- **Reporting to the Police:** in cases where rape, assault by penetration or sexual assault is reported. TASIS England will not wait for the outcome of a Police investigation before protecting the victim, perpetrator and other children in the school. The DSL will work closely with the Police to ensure that the school's actions do not jeopardise the Police investigation. If a child is convicted or cautioned, the school will update the risk assessment and consider suitable action through their behaviour policy.

It is important for TASIS England to ensure the victim and perpetrator remain protected, especially from bullying or harassment. Where no further action is taken, or a child found not guilty, TASIS England will continue to support the victim and perpetrator.

This is how victims of peer on peer abuse will be supported: All students involved, whether perpetrator or victim, are treated

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as being 'at risk'; a thorough risk-assessment and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) will be carried out with a view to ensuring the safety of all students and that example, whether the accused student should be removed from school for a period, or removal of the alleged perpetrator from classes and any transport etc which is shared with the victim, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised, the availability of counselling such as referring students to an external safeguarding agency such as ChildLine and NSPCC and the adequacy of arrangements for listening to children etc. We recognise that any actions taken will be in the best interests of both children and is not perceived to be a judgement of guilt of the alleged perpetrator.

Additionally:

- Support for the victim will consider their age, the nature of the allegations and the risk of further abuse; an alleged perpetrator may have unmet needs themselves.
- The needs and wishes of the victim will be paramount, and they will be able to continue their normal routine as far as possible, so that school is a safe space for them.
- TASIS England School will be prepared to support a victim over a long period of time.
- TASIS England School will do everything we reasonably can to protect victims from bullying or harassment as a result of any report they have made.
- Where the victim or perpetrator moves to another school it is important that the new establishment is made aware of any ongoing support needs.
- TASIS England School must ensure the victim is safeguarded, but still provide the perpetrator with an education and support as necessary.
- TASIS England School may discipline the alleged perpetrator, including while the police or social care investigation is ongoing, although they will liaise with these bodies to assist in determining any sanctions.
- TASIS England School will be clear about when their actions are to support the victim or perpetrator, and when their actions are to discipline the perpetrator for their past conduct.
- A student against whom an allegation of abuse has been made may be excluded from the school for a fixed period during the investigation and the School's policy on behaviour, discipline and sanctions will apply.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of Children's Social Care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. Normally, the DSL will try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement to making a referral to MASH if necessary. However, in accordance with DfE guidance, this will only be done when this will not place the child at increased risk. The child's views will also be taken into account. Where there are doubts or reservations about involving the child's family, the DSL should clarify with MASH or the police whether, and if so when and by whom, the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the child and that the school will be involved in the enquiry or police investigation. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to exclude him / her during the investigation.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

When a pupil is in need of *urgent* medical attention and there is suspicion of abuse an ambulance should be called. If the response from the emergency services states that the school should take the child to hospital then the DSL, with an escort, should take the child to the Accident and Emergency Unit at the nearest hospital. They should first notify MASH and seek advice about what action the MASH or the police will take and how the parents will be informed. Normally, parents would be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until the MASH and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. There must at all times be a responsible adult with the child, whether from the school, MASH or the police, if the

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parents are not included. All unnecessary delays should be eradicated and inaction at any level can and should be challenged. In borderline cases, this can be done informally and without giving names in the first instance. The School will not investigate allegations without first gaining the agreement of the DOFA. In the case of serious harm, the police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed.

Working with parents and carers: TASIS England School will, in most cases, engage with the parents of both the victim and the perpetrator and will consider carefully what information they provide. It is good practice for TASIS England School to meet the victim's parents with the victim present to discuss safeguarding arrangements and also good practice to meet the perpetrator's parents to discuss what arrangements are being put in place, such as moving them out of classes.

Supporting witnesses of sexual violence or sexual harassment: Consideration should be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required. Following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". The school or college should be doing all they can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed. Social media is very likely to play a significant role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator and a very high likelihood that friends from either side could well harass the victim or alleged perpetrator online. When writing a risk-assessment for the pupils involved in an incident of sexual violence or sexual harassment, the school will consider any additional potential support needs to keep all our students safe.

All staff and volunteers: Safeguarding is everyone's responsibility. It applies to all who work, or volunteer, or learn, or supply services to our school. All staff and volunteers have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This includes a duty to act upon any suspicion, concern or disclosure that may suggest that a pupil is at risk of significant harm or in need of support services. All staff and volunteers should be alert to pupils at risk of being radicalised or drawn into extremism or Child Sexual Exploitation whether from an adult or another pupil (further details of these signs are in Appendix 1).

They are required to report instances of actual or suspected child abuse or neglect to the DSL or Deputy DSL. Additionally they are expected to make themselves available for appropriate training if necessary out of normal school hours and to read both this policy and Part 1 of the latest edition of KCSIE and 'What to do if you are a worried a pupil is being abused' latest edition. Special arrangements will be put in place for anyone working in the school whose command of English is insufficient to enable them to read and digest the contents of this policy and Part 1 of KCSIE.

Public Displays of Affection (PDA): We recognise that students may develop deep personal relationships in school and in boarding. Staff and volunteers are particularly aware of the potential for abuse by peers in a boarding environment and students in the boarding community have privacy guidelines and avenues through which they can express concern.

SPECIFIC ISSUES RELATING TO SAFEGUARDING

Safer Recruitment, the Single Central Register (SCR) (Please also refer to our Safer Recruitment Policy) Our school operates safer recruitment procedures including required pre-appointment checks on teaching and non-teaching staff, volunteers, the Board of Directors, supply staff, staff of contractors and other individuals working with or nearby students. Referees will also be asked to confirm to the best of their knowledge that the applicant has not been radicalised and does not support terrorism or any form of extremism. The SCR of appointments is rigorously maintained. Checks are recorded in the SCR by reference to the usual considerations such as role, frequency, supervision, payment and employment by another organisation.

Through risk assessments, the school also ensures that appropriate checks have been made upon the staff of other organisations working with our students on external trips and visits, including adults who supervise students on work experience (career shadowing programme). In any case where the required documentation is unavailable or checks have not been completed prior to the starting date for any member of staff or other adult who may have access to students, then a risk assessment will be carried out to determine the appropriate course of action, e.g. allowing appropriately

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supervised access for a specified period or postponing the starting date.

Safeguarding arrangements for staff employed by another organisation: We ensure procedures are followed to enable appropriate student protection (including DBS checks) and are applied to staff employed by other organisations in contact with School (including obtaining written confirmation that DBS checks have been completed) students including working on another site (please see policy on Educational Visits). TASIS England will obtain DBS checks on contractor staff, who also receive safeguarding training from the DSL.

Visitors and visiting speakers: Appropriate safeguarding and prevent duty checks upon visiting speakers and other visitors will be made and recorded. All visitors and visiting speakers will be required to undergo an identity check on arrival and wear a visitor's badge. They will not be allowed unsupervised access to pupils. The School keeps a visitors book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. Additionally, a risk assessment will be carried out. Unidentified visitors will be challenged by staff or reported to the Headmaster or School Office.

The *Prevent* statutory guidance requires schools to set out clear protocols for ensuring that any visiting speakers, who might fall within the scope of the *Prevent* duty, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised; this will if appropriate include a barred list check and internet search. At TASIS England School, speakers are never left alone with pupils. The interaction between the *Prevent* requirement to check speakers and the KCSIE (September 2018) is likely to mean in practice that checks on visiting speakers will be recordable on the SCR either as checks on staff or un-prescribed checks on volunteers. In accordance with the ISSR, checks are recorded in the SCR by reference to the usual considerations such as role, frequency, supervision, payment and employment by another organization.

The Prevent statutory guidance: We have clear protocols for ensuring that any visiting speakers, who might fall within the scope of the *Prevent* duty, whether invited by staff or by the students themselves, are suitable and appropriately supervised; this will always include a barred list check and Internet search. At TASIS, speakers are never left alone with students.

Preventing Extremism and Radicalisation: (Also please refer to our Preventing Extremism and Radicalisation policy and also Appendix 1 of this policy). TASIS will also ensure that we can 'demonstrate activity', as required by the statutory guidance, in the following key areas: risk assessment of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, working in partnership, staff training and IT policies. This is wholly in keeping with our school ethos and approach to promote a broad, tolerant and open-minded understanding of the world around us, from EYFS onwards including an appreciation of the democratic process and precluding the promotion of partisan political views in the classroom, in extra and co-curricular activities, or in any other aspect of the school's activities. The school is able to demonstrate a general understanding of the risks affecting students and young people in the area.

Protecting students from the risk of radicalisation is seen as part of TASIS England's wider safeguarding duties, and is similar in nature to protecting students from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. We understand that during the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. We consider the level of risk of students identified as being at 'risk of radicalisation' and make an appropriate referral, which can include Channel or Children's Services. Our *Prevent* strategy demonstrates a specific understanding of the risks affecting children and young people and identifying students who may be at risk of radicalisation, including support we can give.

Prevent duty: The DSL receives appropriate training, in accordance with Annex B of KCSIE at least every two years in order to:

- Provide advice and support to members of staff on protecting students from radicalisation;
- Equip staff through Prevent, Channel and other appropriate training to identify and assess students at risk of being drawn into terrorism and to challenge extremist ideas;
- Liaise with those responsible for Personal, Social, Health and Economic Education (PSHEE), Spiritual, Moral, Social and

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Cultural (SMSC) assembly and other appropriate curricular programmes actively to promote British values and to teach students about the dangers of radicalisation and extremism; and

- Liaise with those responsible for the school's electronic systems seriously to limit through appropriate filtering mechanisms the scope for access through these systems to any website or Internet source deemed problematic from a Prevent perspective.

Teaching students how to Keep Safe (Educating students about safeguarding and radicalisation including the delivery of the Prevent strategy): Our school ensures that students develop a clear understanding both of safeguarding issues and what they may do to play their part in ensuring their welfare and safety and in building resilience against the dangers of radicalisation: Our programme for PSHEE supports this process as part of a broad and balanced curriculum. Within our PSHEE curriculum, we have a programme for Relationship and Sex Education (RSE) which includes issues such as:

- "sexting", "banter", sexual assault between young people and gender based issues
- healthy and respectful relationships; what respectful behaviour looks like; gender roles, stereotyping, equality;
- body confidence and self-esteem; prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment.

We ensure that our students are aware of the dangers of these safeguarding issues and promote positive relationships based on mutual respect. Through our School values, we encourage students to respect others. Age appropriate anti-bullying advising lessons are held in school and include the risks of cyber bullying and on-line safety, and peer on peer abuse, including how victims will be supported. Additionally, whenever appropriate, subjects in the curriculum and co-curriculum activities will be used to reinforce the messages given.

If a member of staff becomes aware of an allegation or suspected case which involves sexting, inappropriate banter or sexual assault between young pupils, gender based or otherwise, this will be considered as a safeguarding concern and reported to the Designated Safeguarding Lead, who will consider the allegation on a case by case basis. Depending on the severity of the case, this may involve the school's anti-bullying procedures or the parents of the pupils involved. In the case of serious harm, a referral to the MASH will be completed and the police are informed from the outset.

Within Spiritual Moral, Social and Cultural (SMSC) development, we instill within students' values that build resilience and prevent students being drawn into radicalisation and extremism. We explore what extremism might look like and how this poses a threat to peace and we build resilience to radicalism by providing a safe environment for debating controversial issues. We actively promote British Values within our SMSC, and create an environment in which students know they are listened to and valued. We educate our students to reject violence and cruelty in whatever forms they take on, whether it be from animal rights activists, Al Qaeda influenced groups, racist and fascist organisations, or any other extremist group.

Emerging Technology including the Internet and the use of social media: Our students increasingly use electronic equipment on a daily basis to access the Internet and share content and images via social media sites. Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Students may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those, which promote extremist behaviour, criminal activity, suicide or eating disorders.

The Internet and social media in particular has become a major factor in the radicalisation of young people. We ensure that students are safe from potentially harmful and inappropriate content including terrorist and extremist material when accessing the Internet on school systems through appropriate levels of filtering, Internet safety rules and e-safety education with the curriculum. Our E-safety policy details the actions and behaviour required from students and members of staff in order to maintain a safe electronic environment and is based on current best practice drawn from a wide range of sources. Our key message to keep students and young people safe is to be promoted and should be applied to both online and offline behaviours. The Internet and the use of social media in particular has become a major factor in the radicalisation of young people. However, we are careful to ensure "over blocking" does not lead to unreasonable restrictions. We have a whole school approach to on-line safety, including a clear policy on the use of mobile technology.

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We ensure staff are appropriately trained in on-line safety and we consider carefully how to measure 3G and 4G usage on the school premises. Students understand the risks posed by adults or young people who use the Internet and social media to bully, groom, abuse or radicalise young people, especially students and vulnerable adults. TASIS has an E-Safety Policy, which explains how we try to keep students safe in school and how we respond to online safety incidents. The school E-Safety Coordinator is John Arcay, who works closely with the DSL, who takes lead responsibility on online safeguarding matters. We support parents in providing links to up-to-date advice and guidance on Internet safety, social media and on-line radicalisation through CEOP's *Thinkuknow* website: www.thinkuknow.co.uk .

Staff Training: There is also training and reminders in staff meetings. Our staff receive annual e-safety training, which looks at emerging technologies strategies to support online safety and highlighting key requirements from our e-safety policy. Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Mobile phones, cameras and electronic devices: Staff should not use personal mobile telephones in the presence of students and must never use personal cameras for taking or storing images or recordings of students. Any images or recordings should only be taken, edited or stored on school computers with the express permission of the Head of School. Photographs or recordings should only be made where there is a legitimate school purpose. Students' privacy and dignity must be preserved at all times. Images or recordings should not be transmitted to third parties without permission of the Head of School or parents of the student involved. The school's 'Acceptable Use Policy' sets out the expectations for students and parents on the use of mobile phones and cameras whilst at the school. Staff should not use any other electronic device capable of capturing images of students other than a school camera or school-issued phone. This is in line with the whole-school policy on the use of mobile phones and cameras. The LADO is to be informed if there is any contravention of the school policy regarding the use of personal mobile phones, cameras or other electronic and communication devices by adults working or volunteering at the school.

The Staff Induction Policy for EYFS reminds staff that they must lodge their mobile phones in the School Office (where they may be used during the school day) and only cameras provided by the school may be used to capture images of children (for use in the learning journey and other legitimate record keeping). The LADO is to be informed if there is any contravention of the school policy regarding the use of personal mobile phones, cameras or other electronic and communication devices by adults working or volunteering at the school. The following is not exhaustive but should provide a useful starting point: www.disrespectnobody.co.uk, www.ceop.police.uk, www.saferinternet.org.uk, www.internetmatters.org, www.pshe-association.org.uk, educateagainsthate.com, www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

EYFS—Additional requirements: This Safeguarding Policy, which applies to the whole school, also applies to the EYFS and details our procedures for safeguarding in the EYFS. We inform Ofsted immediately (on the same day), or as soon as is reasonably practicable, but certainly within 24 hours, of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere). This could include any other abuse that is alleged to have taken place on the premises and of the action taken in respect of these allegations. Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a student's behaviour, deterioration in well-being, physical indications, or comments which give cause for concern), and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children.

Induction and On-going Training for all staff, temporary staff, volunteers, the Head of School and the Proprietor (Board of Directors) in line with SSCB advice: Our arrangements for the level and focus of role-appropriate and refresher training is in accordance with SSCB criteria, as required by KCSIE (DfE: September, 2018). All staff are provided with copies of key documents, which they are required to understand. For staff that cannot read English, our school takes steps to ensure that they understand key information. This includes the active promotion of British values and an understanding of extremism and radicalisation and child exploitation. All our staff are made aware of the systems that support safeguarding in our school, and these are explained to them, as part of their staff induction. This includes:

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- The Safeguarding Children: Child Protection Policy; the identity of the DSL and Deputy DSLs and information about their roles (such as the implications for mental health and pastoral care and how to identify students at risk of radicalisation);
- The Staff Behaviour Policy (Staff Code of Conduct) (which covers as a minimum, acceptable use of technologies, staff student relationships and communications, including via social media and whistleblowing)
- Part One of KCSIE (DfE: September, 2018) and ‘Annex A’ and copies of policies (such as Behaviour Management, Anti-Bullying, Whistleblowing, children who are missing education, and E-Safety including Cyber Bullying);
- Ensuring all staff are sensitised to act when any incident may be referred to as bullying, tyranny, terror, intimidation, harassment, etc., even if the alleged person has no history of that behaviour.

We assist staff in understanding and undertaking their roles and responsibilities as set out in Part One of KCSIE. This includes talking new staff through the content of Part One in a level and depth appropriate and proportionate to the person and/or to the particular role for which they are being inducted. There are also in- service training and staff meetings. All staff undertakes *Prevent* awareness training and are able to refer students to the DSL for further help. Staff are informed of arrangements to listen to students by the use of counsellors, listeners, helplines and other systems to gain views and insight. We work in partnership with local *Prevent* coordinator. When available in our local authority, Workshop to Raise Awareness of *PREVENT* (WRAP) training will be provided for all staff.

In addition, all staff receives safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as required but at least annually, providing them with the relevant skills and knowledge to safeguard students effectively. Our Staff are also made aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSLs, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early-help assessment. Our staff are made aware of the process for making referrals to MASH and statutory assessments under the Children Act of 1985 that may follow a referral, along with the role they might be expected to play in such assessments. The DSL makes it clear in induction, in other training, and in guidance provided for staff they have a responsibility to speak up about safeguarding and welfare matters within the school and to external agencies where necessary. This is one part of our establishing a positive safeguarding culture. This applies to new staff and those already in post.

Following consultation with the Local Safeguarding Children Board (SSCB), all staff members and the Proprietor will undertake appropriate child protection training regularly i.e. every 3 years as a minimum for all staff (TASIS provide an annual update to all staff), with the DSL and Deputy DSL attending training every 2 years in line with requirements within KCSIE (DfE: September, 2018) inter-agency working. Such training will include local inter- agency protocols and training in the SSCB approach to *Prevent* duties. *Prevent* training is included at the beginning of school year In-Service Training (INSET); we liaise with SSCB who provide the training.

Children who are particularly vulnerable: TASIS recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children. We understand that this increase in risk is due to more societal attitudes and assumptions or child protection procedures, which fail to acknowledge children’s diverse circumstances, rather than the individual child’s personality, impairment or circumstances. Particular vigilance will be exercised in respect of students who are the subjects of Child Protection Plans and any incidents or concerns involving these students will be reported immediately to the allocated Social Worker (and confirmed in writing). If a student has disclosed witnessing domestic violence or it is suspected that the student may be living in a household that is affected by family violence, this will be referred to the DSL as a safeguarding issue. Where it comes to our notice that a student under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children’s Services and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

In some cases possible indicators of abuse such as a child’s mood, behaviour or injury might be assumed to relate to the child’s impairment or disability rather than giving a cause for concern. Or a focus may be on the child’s disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it. Some children may also find it harder to disclose abuse due to communication barriers; lack of access to a trusted adult or not being aware that what they

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are experiencing is abuse. Our staff are alert to those students with longer-term medical conditions that are young carers or have special educational needs or disabilities. Particular vigilance will be exercised in respect of students who are the subjects of Child Protection Plans and any incidents or concerns involving these students will be reported immediately to the allocated Social Worker (and confirmed in writing). A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).

Safeguarding disabled students and students with medical conditions: Our staff are aware that disabled students experience greater risks, vulnerability and barriers to services and resources. They may have additional needs relating to physical, sensory, cognitive and/or communication impairments. Some disabled students may be more vulnerable to abuse because it could be assumed that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; they may have fewer outside contacts (isolation) than other students; receive intimate, personal care; have an impaired capacity to resist or avoid abuse; have communication difficulties; fear losing services or; be more vulnerable to peer abuse (e.g. bullying, sexual assault, intimidation). Our staff are alert to the medical needs of students including those students with longer term medical conditions or disabilities and offer additional pastoral support to these pupils.

Listening to the wishes of students and young people: If TASIS believes that a child is at 'risk of harm' or 'in need', a referral to the MASH will be completed regardless of the child's or parent's wishes. We believe it is critical that our students have an adult who they can trust and TASIS ensures that there are appropriate systems so students know whom they can turn to and that staff will listen to them. These include: the School Council; Teachers; School Nurses, Therapists, and helplines such as NSPCC and the Childline. TASIS actively encourages a sensitive and open 'listening' environment in which staff and students may feel free to discuss general matters relating to safeguarding and to raise specific concerns. Members of staff should use the school's whistleblowing policy if they have any concerns about the handling of safeguarding matters either in general or in specific cases, should they feel unable to raise concerns regarding child protection failures internally.

Looked After students: The Proprietor will ensure staff have the skills, knowledge and understanding necessary to keep safe students who are looked after by a local authority, if they have such students on roll. This includes ensuring that there is a designated member of staff with responsibility for their welfare and progress and educational achievement and ensuring this person has up to date assessment information from the relevant local authority to ensure prompt action is taken where necessary to safeguard these children. The designated teacher will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. We will always participate in looked after reviews and meetings. This includes the students' social worker and Surrey Virtual Head, the most recent care plan and contact arrangements with parents, and delegated authority to carers including the students' legal status. In our school this person is the DSL. See <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>.

Student Mental Health (Please also refer to the TASIS Mental Health Policy): TASIS England takes its responsibilities towards students that may be experiencing mental health difficulties seriously. We provide support including having links with therapists, psychiatrists and the National Health Service (NHS). Our school counsellors meet with and support students throughout their TASIS journey. The staff team being responsible for the safety and wellbeing of students operate an 'open door' policy to encourage students to seek help themselves and for staff to refer any concerns so they are dealt with quickly and appropriately. We work closely with these professionals to maintain the students' safety within school and adhere to any advice and guidance we are given. We want to make sure our students are happy, healthy and thrive and understand we all need a little help from time to time with the busy and stressful lives we have today.

Students Missing from Education (Please also refer to Lost and Missing Children Policy): Our staff will follow the School's separate procedures for dealing with students who go missing, particularly on repeat occasions (Please see our Missing Children Policy). They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. TASIS will put in place appropriate safeguarding policies, procedures and responses for students who go missing from education, particularly on repeat occasions. Staff are alert to signs to look out for and the individual triggers to be aware

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of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. More information can be found in ‘Statutory guidance on students who run away or go missing from home or care’ and KCSIE (DfE: September, 2018).

We will follow-up unexplained absences of any student with a telephone call from the school on the morning of the first day of absence and notify social services if there is an unexplained absence of more than two days of a student who is on the student safeguarding register. Wherever possible, we will hold three emergency contact details for each pupil to make contact with a responsible adult if necessary. The DSL shall also inform the applicable local authority of any student who has been absent without the school’s permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority. Additionally, the DSL will notify the applicable local authority (within which the student resides) when not at TASIS of any student who is going to be deleted from the admission register. We will follow-up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence and notify social services if there is an unexplained absence of more than two days of a pupil who is on a Child Protection Plan. Unauthorised absence procedures will be followed where a child or young person:

- has 10 days of more continuous absence from school without an explanation and/or
- has left school suddenly and the destination is unknown and/ or
- has not taken up an allocated school place as expected and/or
- is in custody for a period of more than four months due to a final court order and TASIS England School does not reasonably believe he/she will be returning at the end of the period or, has been permanently expected.

The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than the time of deleting the students’ name from the register. This will assist the local authority to fulfil its duty to identify students of compulsory school age who are missing in education and follow up with any student who might be in danger of not receiving an education and who might be at risk of abuse or neglect. We comply with the directives received from the local authority and the DfE with regard to reporting children who have left TASIS or are missing from education.

Children at risk of running away or going missing: TASIS has a comprehensive ‘Missing Child’ policy and any staff or volunteer who has concerns that a student may be at risk of running away or going missing should alert the DSL at the earliest opportunity. In the event of a child going missing or running away the ‘Missing Child’ procedure should be followed. All absences should be accounted for and registration procedures should be followed for any child not in school without an acceptable reason given.

Students being withdrawn from school: If a student is withdrawn from the school, all efforts will be made to identify the school to which the student is being admitted; their confidential educational and student protection records will be sent separately. If the parent/guardian/carer fails to provide information regarding the new school, an urgent referral will be made to Surrey MASH. Educational records sent to our school concerning a student who is not registered by the parent will be returned and the school advised to refer to their Local Authority Education Welfare Service. A students’ name will only be removed from the School’s Admission Register in accordance with the Child Registration Regulations. Further information is contained in our Admissions Policy.

Notifiable Incidents: This is an incident involving the care of a student that meets any of the following criteria:

- A student has died (including cases of suspected suicide) and abuse or neglect is known or suspected;
- A looked after student has died (including cases where abuse is **not** known or suspected);
- A student has been seriously harmed and abuse or neglect is known or suspected;
- A student in a regulated setting or service has died (including cases where abuse is **not** known or suspected).

Any such incident should be reported to Surrey Safeguarding Children Board (SSCB) Child Death Overview Panel (CDOP) coordinator whose contact details are by telephone 01372 833319 and by Email: CDOP@surreycc.gov.uk Ofsted and the DfE along with the *Reporting of Injuries, Diseases and Dangerous Occurrences* (RIDDOR) in accordance with the regulations of 2013.

Physical restraint: Our policy on physical restraint is compliant with the local authority’s ‘Physical Restraint in Schools’

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guidance along with guidance from the DfE. Events are recorded and signed by a witness. Staff who are likely to need to use physical intervention are appropriately trained. We ensure that all staff understand when it is an is not appropriate to use reasonable force, to ensure a pupil does not harm themselves or others and staff understand that the term ‘reasonable’ means using no more force than is needed. We understand that physical intervention of a nature that causes injury or distress to a student may be considered under child protection or disciplinary procedures. Where a student has been, or alleges they have been subject to chastisement through the use of an implement or substance, this will immediately be reported for investigation to the LADO.

Records and the sharing of information with relevant agencies: Written notes will be kept of all incidents relating to individual students. These may be shared with other agencies. All contact with parents and external agencies relevant to Child Protection will be logged and kept in confidential records, which are kept separate from educational records and can only be accessed by designated people within the school. The content of Child Protection reports will be shared with the parents/guardians/carers in advance of any meetings. Referrals made to TASIS are recorded on the Inter-Agency Referral Form. All concerns, discussions and decisions made and the reason for those decisions should be recorded in CPOMS. If in doubt about recording requirements, staff should discuss this with the DSL. As part of meeting a students’ needs we recognise the importance of information sharing between our professionals and local agencies and we follow procedures set out in *Working Together to Safeguard Children* (HM Government, 2017). Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Although inter-agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

CPOMS: Working alongside our school’s existing safeguarding processes, CPOMS is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs, domestic issues and much more. The major benefit to CPOMS is how it brings together all safeguarding and pastoral care concerns to one place, alongside the necessary tools to analyse each student’s situation simply and thoroughly. Every member of staff across the school has an obligation to report any concerns which they may have. CPOMS allows them to record information in a central repository and have relevant people alerted immediately. Our senior leaders are able to build a chronology around a student and to produce reports as required.

Staff Behaviour Policy (Staff Code of Conduct)—power, positions of trust and staff behaviour: Please refer to the *TASIS England Staff Code of Conduct and Teachers’ Standards* on how adults can ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student (for example, in one-to-one tuition, sports coaching, conveying a student by car, counselling and so on). The *Staff Code of Conduct* is wide-ranging and covers staff/students’ relationships (including working alone with students) and communications including use of social media, “breach of trust” and expands on the whistle-blowing statement in this policy.

Staff taking medication or other substances: Staff must seek medical advice if they are taking medication that may affect their ability to care for students, and any staff medication must be securely stored and out of the reach of students at all times.

Whistleblowing: Our Whistleblowing Policy, which is on the school website, is integrated into training and codes of conduct. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school a positive, safeguarding culture. The school also has a culture of valuing staff and of reflective practice. There are procedures for reporting and handling concerns, including poor or unsafe practice and potential failures in the safeguarding regime, provision for mediation and dispute resolution where necessary. Training and support are provided for staff including transparency and accountability in relation to how concerns are received and handled. Our school has regard to KCSIE (DfE: September, 2018) and as a result has clear processes for reporting and recording allegations. The NSPCC whistleblowing helpline is available for staff that do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 or Email: help@nspcc.org.uk

Working in partnership and responding to parents and carers: Our school works in partnership with

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parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for students. Parents are welcome to approach the DSL if they have any concerns about the welfare of any student in the school. If preferred, parents may discuss concerns in private with the students' form teacher (Advisor) or the Head of School who will notify the DSL in accordance with these procedures.

Our school operates these safeguarding procedures in line with locally agreed inter-agency procedures. Our Integrated Safeguarding Portfolio consists of the following legal status documents, related documents and references that have been used in formulating this policy along with the forms required to be completed when referring to Children's Services and the LADO and the Proprietor's annual Safeguarding Audit and Review.

Reasons for no longer using a person's services and reporting to the Disclosure and Barring Service (DBS) along with considering referral to the Teaching Regulation Agency (TRA) If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services and a prohibition order may be appropriate, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service and the (TRA) as soon as possible if the criteria are met. The purpose of the agency is to take action on receipt of allegations of serious teacher misconduct and to support employers, schools and headteachers with safeguarding responsibilities. We also ensure that 'Compromise Agreements' or 'ACAS Agreements' never apply in such circumstances.

Legal Status Documents and References (statutory and best practice guidance)

- Part 3, paragraphs 7 (a) and (b) of the education (Independent School Standards)(England)(Amendment) Regulations (ISSR) currently in force; also in compliance with *Part 4 of the ISSR* with reference to the appointment of the Proprietor, all staff, external providers and volunteers inclusive of completion of the Single Central Record (SCR) otherwise referred to as the Centralised Register to ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.
- This policy is consistent with [Keeping Children Safe in Education](#) (KCSIE) (DfE: September 2018)
- KCSIE incorporates the additional statutory guidance, [Disqualification under the Childcare Act 2006](#) (September 2018)
- KCSIE also refers to the non-statutory advice for practitioners: [What to do if you're worried a child is being abused](#) (HM Government)
- [Working Together to Safeguard Children](#) (WTtSC) (Inter-agency working) (HM Government: July 2018) WTtSC also refers to non-statutory but important advice, [Information sharing advice for practitioners providing safeguarding services](#) along with the [Disclosure and Barring Service](#) (DBS) Behaviour Policy
- [Prevent Duty Guidance: for England and Wales](#) (July 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
- [The Prevent duty: Departmental advice for schools and childminders](#) (June 2015)
- [The use of social media for on-line radicalisation](#) (July 2015)
- [The Children ACT 1989 guidance and regulations](#) (DfE: Volume 2, June 2015)
- [National Minimum Standards for Boarding Schools](#) (DfE: 2015); [Searching, screening and confiscation](#) (January 2018)
- [Mental health and behaviour in schools](#) (March 2016) and [Counselling in schools: a blue print for the future](#) (February 2016)
- [Child sexual exploitation and children missing from home, care or education: Ofsted targeted inspection advice](#) (HM Govt: 14 January 2016)
- [Sexual Offences Act 2003](#) (HM Government: 2003); [Definition of child sexual exploitation](#) (February 2016)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE: December 2017)
- [Child Abuse Image Database](#) (May 2018); [Child Sexual Exploitation Safe Steps Project](#) (March 2017)
- [Child sexual exploitation gangs and children missing from home, care or education](#) (January 2017)
- [CSE Guidance Core Document](#) (February 2017); [Safer Recruitment Consortium](#) (October 2015)
- [UKCCIS sexting advice](#); ; [Children missing education](#) (September 2016)
- [Mandatory Reporting of Female Genital Mutilation – procedural information](#) (December 2016)
- [Child Abuse and Neglect \(NSPCC\)](#) (February 2018)

Specialist Organisation: [Barnardo's](#), [Lucy Faithfull Foundation](#), [NSPCC](#), [Rape Crisis](#), [University of Bedfordshire: Contextual Safeguarding](#), [UK Safer Internet Centre](#)

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Support for victims: [Anti-Bullying Alliance](#), [MoJ Victim Support](#), [Rape Crisis](#), [The Survivors Trust](#), [Victim Support](#)
Toolkits: [Brook](#), [NSPCC](#), [Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire](#)
Further information on confidentiality and information sharing: [Gillick Competency Fraser guidelines](#), [Government information sharing advice](#), [Information Commissioner's Office: Education](#), [NSPCC: Things to know and consider](#)
Further information on sexting: [UKCCIS: sexting advice](#), [London Grid for Learning- collection of advice](#)

This policy has been compiled in conjunction with and reference to the following related documents, which are: also on request from the School Business Office: Anti-bullying, Behaviour Management including Discipline, Sanctions and Exclusions; Physical Restraint; Preventing Extremism and Radicalisation Policy; Health Centre and First Aid Policy; Educational Visits (including Learning Outside of the Classroom (LOtC)); E-Safety including Cyber Bullying and Acceptable Use; Personal, Social, Health and Economic Education (PSHEE); Sex and Relationship Education (SRE); Special Educational (additional) Needs; Spiritual, Moral, Social and Cultural (SMSC) Development; Whistleblowing, Staff Code of Conduct; *Keeping Children Safe in Education Information for all school and college staff* (DfE: September, 2018).

Available on the Staff Share: Safer Recruitment; *Keeping Children Safe in Education. Statutory guidance for schools and college.* (DfE: September, 2018); Appendix: Safer Recruitment Flowcharts.

Cooperation with the local authority: We cooperate entirely with any investigation carried out by the local authority, including those involving the LADO, in conjunction with the Police. Our policy is in accordance with the guidance provided in KCSIE (DfE: September, 2018).

Confidentiality: We regard all information relating to individual student or adult protection issues as confidential and we only pass information on to appropriate persons. The school will cooperate with Children's Services and Police to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working together to safeguard children (July 2018). Our staff know they cannot promise confidentiality and that there are other agencies which students can turn to e.g. Childline: 0800 1111.

APPENDIX 1 - TYPES AND SIGNS OF ABUSE AND NEGLECT INCLUDING POSSIBLE INDICATORS, WHICH ARE IDENTIFIED IN KEEPING CHILDREN SAFE IN EDUCATION (SEPTEMBER 2018)

Types of Abuse and Neglect Including Specific Safeguarding Issues: We are 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 and could include:

Abuse and Neglect; Neglect (Physical or Emotional); Physical Abuse; Emotional Abuse; Peer Abuse; Extremism/Radicalisation; Domestic Violence; Drug/Alcohol Abuse; Emotional Abuse; Abuse of Trust; Sexual Abuse; Children who Sexually Abuse; Witnessing Domestic Abuse or Violence; Child Sexual Exploitation (CSE); Child Exploitation and E-Safety; Student Sexual Exploitation; Student Exploitation and E-Safety; Female Genital Mutilation (FGM); Forced Marriages; Fabricated or Induced Illness; Faith Abuse; Safeguarding Disabled Children; Disability and Vulnerability; Honour-Based Violence Vulnerable Groups; Bullying including Cyber Bullying; Vulnerable Students; Children in Need; Child Missing Education (Children who run away or go missing); Child Missing from Home, Care or school; Young Carers; Cared for Children and Significant Harm; Gangs and Youth Violence; Gender-Based Violence/Violence Against Women and Girls (VAWG); Hate; Mental Health; Private Fostering; homeless; family members in prison; Preventing Radicalisation; Teenage Relationship Abuse; On line safety, Sexting, Cyberbullying and Exploitation; Trafficking.

Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school staff. NSPCC <https://www.nspcc.org.uk/> also, provides useful additional information on types of abuse and what to look out for.

Specific safeguarding issues: Our staff are aware of safeguarding issues - some of which are listed below. They are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Our staff are aware safeguarding issues manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying

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(including cyber bullying), gender based violence/sexual assaults and sexting. Our staff are clear as to the school or policy and procedures with regards to peer on peer abuse.

PHYSICAL ABUSE: The nature of 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. Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* (e.g., shins). Injuries on the *soft* areas of the body are more likely to be inflicted intentionally. If a body map is to be used to record physical abuse, they should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse/factors that should increase concern include:

- Multiple bruising or bruises and scratches/bi-lateral injuries (especially on the head and face including around the mouth); clusters of bruises—e.g., fingertip bruising (caused by being grasped); bruises around the neck and behind the ears—the most common abusive injuries are to the head;
- Marks indicating injury by an instrument—e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle;
- Bite marks; deliberate burning may also be indicated by the pattern of an instrument or object—e.g., electric fire, cooker, cigarette; scalds with upward splash marks or *tide marks*; untreated injuries; injuries to genital areas;
- Recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.

EMOTIONAL ABUSE: Definition of 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 he or she is worthless or valued only insofar as the child meets the needs of another person. It may include not giving the child opportunities to express his or her own views, deliberately silencing the child or 'making fun' of what he or she says or how the child communicates. 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. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems, or misuses alcohol or drugs. It may involve seeing or hearing the ill treatment of another, for example where there is fighting or violence in the home. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

The nature of emotional abuse: Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Witnessing someone harming another person—as in domestic violence, can harm children. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse: Developmental issues include delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.

Behavioural indicators: Constant tiredness; frequent absence from school or lateness; missing medical appointments; becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and having destructive tendencies, poor relationships with peers; running away.

Acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (I'm stupid, ugly, worthless, etc.); neurotic behaviour (such as rocking, hair-twisting, thumb sucking); self-mutilation; suicide

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attempts; drug/solvent abuse; running away; compulsive stealing, scavenging; acting out; poor trust in significant adults; regressive behaviour—e.g., wetting; eating disorders; destructive tendencies; neurotic behaviour; arriving early at school, leaving late.

Social issues: withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

Emotional responses: extreme fear of new situations; inappropriate emotional responses to painful situations (“I deserve this”); fear of parents being contacted; self-disgust; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression; excessive need for approval, attention and affection.

SEXUAL ABUSE: The nature of sexual abuse: Sexual abuse is often perpetrated by people who are known and trusted by the child—e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. 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). Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children. Sexual abuse can be committed by anybody. Where it comes to our notice that a student under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children’s Services and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

Removal of sexual images/videos: If the incident involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed through the [Internet Watch Foundation \(IWF\)](#). The IWF will make an assessment of whether the image is illegal in line with UK Law. If the image is assessed to be illegal, it will be removed and added to the IWF’s Image Hash list.

Child Sexual Exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions; who associate with other young people involved in exploitation; have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant; 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 regularly miss school or education or do not take part in education; staying away from certain people or avoiding being alone with someone; displaying sexual behaviour that is inappropriate for their age;
- Inappropriate masturbation or self-harm (including eating disorders) and an unwillingness to remove clothes when changing for PE etc.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming (when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking).. It is also important to recognise that some young people who are being sexually exploited or abused do not exhibit any external signs of this abuse.

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Characteristics of Child Sexual Exploitation and abuse: it is often planned and systematic—people do not sexually abuse children by accident, through sexual abuse can be opportunistic; grooming the child—people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child’s environment—abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse: Physical observations include damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain. The concerns listed are not exhaustive. Staff can and should also record and report other concerns about a child, such as general welfare concerns.

CHILD CRIMINAL EXPLOITATION: COUNTY LINES

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Youth produced sexual imagery (Sexting) – Please refer to our Peer on Peer Abuse Policy on the TASIS Website for further information - <https://www.tasisengland.org/page.cfm?p=2685>

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal. Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance ‘Sexting in schools and colleges: responding to incidents and safeguarding young people. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason

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to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children’s Social Care or the Police as appropriate. Immediate referral at the initial review stage should be made to Children’s Social Care/Police if;

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child’s development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above applies then the DSL will use their professional judgement to assess the risk to students involved and may decide, with input from the Head of School, to respond to the incident without escalation to Children’s Social Care or the police. In applying judgement, the DSL will consider if;

- There is a significant age difference between the sender/receiver;
- There is any coercion or encouragement beyond the sender/receiver;
- The imagery was shared and received with the knowledge of the child in the imagery;
- The child is more vulnerable than usual i.e. at risk;
- There is a significant impact on the children involved;
- The image is of a severe or extreme nature;
- The child involved understands consent;
- The situation is isolated or if the image been more widely distributed;
- There other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- The children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children’s social care. Otherwise, the situation will be managed within the school. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

This guidance reflects the UKCCIS Guidance (2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sex_ting_in_Schools_WEB_1_.PDF.

Removal of sexual images/videos: If the incident involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed through the Internet Watch Foundation (IWF). The IWF will make an assessment of whether the image is illegal in line with UK Law. If the image is assessed to be illegal, it will be removed and added to the IWF’s Image Hash list.

PEER-ON-PEER ABUSE: Staff are clear as to our policy and procedures with regards to peer on peer abuse. When dealing with abuse by young people on peers, we follow the key safeguarding documents, *Keeping Children Safe in Education* (DfE: 2017) and *Working Together to Safeguard Children* (HM Govt: republished 2018), even where an alleged perpetrator is a child. This will entail:

- effective implementation of our school’s usual safeguarding and anti-bullying policies (and recognition that sexualised abuse, including verbal abuse, by peers is a safeguarding issue);
- seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by the Local Safeguarding Children Board;
- if a child is in immediate danger or is at risk of harm, an immediate referral to Children’s Social Care and/or the police;
- following the advice for practitioners in: *What to do if you’re worried a child is being abused*;

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- effective information sharing with any agencies or other professionals involved;
- where allegations of abuse or assault have been made against one or more of our students, a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out with a view to ensuring the safety of all students and that both alleged victims and perpetrator students receive appropriate support. Decisions arising that might include, for example, whether the accused student should be removed from our school for a period of time, or from certain classes; whether sleeping arrangements should be changed for boarders,
- whether contact with certain individuals should be prevented or supervised,
- the availability of counselling, the adequacy of arrangements for listening to children etc;
- good record keeping of related conversations, meetings and communications.

Please refer to our Peer on Peer Abuse Policy on the TASIS Website for further information –

<https://www.tasisengland.org/page.cfm?p=2685>

NEGLECT is 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. Far more children are registered to the category of neglect on Child Protection Plans than to the other categories. Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children would suggest that an appropriate intervention or conversation at this early stage could address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

Indicators of neglect: The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don’t keep it to yourself.

Physical indicators of neglect include: Constant hunger and stealing food; poor personal (including dental) hygiene – unkempt, dirty or smelly; being underweight; wearing dress unsuitable for weather; poor state of clothing; Illness or injury untreated and looking sad, false smiles.

Specific safeguarding issues: Our staff are informed of safeguarding issues, some of which are listed below. They are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Our staff are aware safeguarding issues manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Our staff are clear as to the school’s policy and procedures with regards to peer on peer abuse.

FAITH ABUSE: Some faiths believe that spirits and demons can possess people (including children). The use of any physical or psychological violence to get rid of the possessing spirit should never be considered. This is abusive and will result in a criminal conviction of those using this form of abuse even if the intention is to help the child.

FEMALE GENITAL MUTILATION (FGM): This 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.

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Circumstances / symptoms that may point to FGM happening include:

- A child talking about getting ready for a special ceremony; a child's family taking a long trip abroad
- A child's family being one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- Knowledge that a sibling has undergone FGM; a child talking about going abroad to be 'cut' or to prepare for marriage; difficulty in walking, sitting or standing; spending lengthier time in the bathroom/toilet than usual;
- Unusual behaviour after a school absence/reluctance to undertake usual medical examinations; and
- Asking for help, but not detailing the problem in full due to fear or embarrassment.

Mandatory reporting duty: 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 visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, he or she should also still consider and discuss any such case with the school DSL and involve Children's Services as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

HONOUR-BASED VIOLENCE: So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL. 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.

Indicators of Honour-based violence: Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-Agency Statutory Guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-Agency Guidelines: Handling case of forced marriage.

Actions if HBV is suspected: If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Services. In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child (adult's words); no explanation is forthcoming; the child (or the parent/carer) is secretive or evasive or the injury is accompanied by allegations of abuse or assault. We become concerned if the child or young person is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

FORCED MARRIAGE: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where he or she cannot consent (if the child has learning

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disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk.

PRIVATE FOSTERING ARRANGEMENTS: A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

TASIS recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff or volunteer becomes aware that a student may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify Surrey Children's Services of the circumstances.

CHILDREN AND THE COURT SYSTEM

TASIS England recognise that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. We recognise this can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service and this may be useful for some parents and carers.

CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Our staff use information provided by NICCO provides to support any students who have parents in prison, to help mitigate negative consequences for those children.

HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our designated safeguarding lead and deputy DSL are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Although our students have full-time boarding accommodation whilst at TASIS England, staff are still alert to the signs that families of students may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

DOMESTIC ABUSE: The Home Office define domestic abuse as: "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate

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partners or family members regardless of gender and sexuality”.

Significant harm from domestic abuse can include: physical violence, emotional abuse, sexual abuse, and financial abuse. If a member of staff is concerned that domestic abuse is occurring within a family or relationship they should inform the DSL who will consider a referral to Surrey MASH and/or the Police as necessary. If a student has disclosed witnessing domestic violence or it is suspected that the student may be living in a household that is affected by family violence, this will be referred to the DSL as a safeguarding issue. In circumstances where there have been 3 known incidents of domestic abuse, a referral must be made to Surrey MASH. In December 2015, a new criminal offence of coercive and controlling behaviour came into force in England and Wales. This means that repeated patterns of non-physical behaviour (emotional abuse and control) within relationships are now considered a criminal offence capable of prosecution. For the offence to apply, criteria must be met.

BULLYING—Please also refer to our Anti-Bullying Policy that sets out our procedures in order to prevent bullying and to deal with it if and when it occurs within the school. This may be defined as deliberate, repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons. Very often bullying is the act of oppressing or dominating by threat or force where the aggressor may persecute or tease physically or morally in order to frighten into action or inaction. Bullying can include:

- Physical: pushing, hitting, kicking, pinching etc.;
- Verbal: name-calling, spreading rumours, constant teasing and sarcasm;
- Emotional: tormenting, ridiculing, humiliating, ignoring;
- Racial: taunts, graffiti and gestures; Religious /cultural;
- Sexual, sexist or homophobic: unwanted physical contact or abusive comments;
- Cyber-bullying: through social networking websites, mobile phones and text messages, photographs and email.

Signs that may indicate bullying:

- Behavioural changes such as reduced concentration, becoming withdrawn, depressed, tearful, emotionally up and down, reluctance to go to school etc.; a marked drop off in performance at school;
- Physical signs such as stomach aches, headaches, difficulties in sleeping, bingeing on food, cigarettes or alcohol and a shortage of money or frequent loss of possessions.

SELF-HARM AND SUICIDAL BEHAVIOUR: Self-harm can be deliberate with the aim of a child just causing him or herself an injury, attempted suicide that does not result in end of life or a successful attempt to end life resulting in death. A majority of self-harmers keep it a secret that goes undiscovered, finding it is the only way to express their feelings. Children self-harm for many reasons including: being bullied both at school or online, mental health issues, eating disorders, domestic abuse, any type of child abuse, parental conflict and bereavement. The signs of the distress the child may be under can take many forms and can include:

- Cutting behaviours and self-poisoning, other forms of self-harm, such as burning, scalding, banging, hair pulling; not looking after their needs properly emotionally or physically;
- Direct injury such as scratching, cutting, burning, hitting yourself, swallowing or putting things inside;
- Staying in an abusive relationship; taking risks too easily; eating distress (anorexia and bulimia);
- Addiction for example, to alcohol or drugs and low self-esteem and expressions of hopelessness.

During a disclosure of self-harm, staff should check whether the student has ingested anything or has anything on his or her person that could cause damage or harm. Any concerns from staff members should be referred to the DSL, as an early help assessment may need to be completed to involve services that can help, or in the case of significant harm a referral can be made to Children’s Services.

RADICALISATION: KCSIE define radicalisation as ‘the process by which a person comes to support terrorism and forms of extremism. Extremism is 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, whether in this country or overseas.’ There is no single

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way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The Internet and the use of social media in particular has become a major factor in the radicalisation of young people.

APPENDIX 2 - MAIN RESPONSIBILITIES OF STAFF INCLUDING THE DSL AND DEPUTY DSLs:

Designated Safeguarding Lead (DSL) and Deputy DSL: They are members of the school's senior leadership (SLT) with the status and authority to carry out the duties of the posts of DSL/Deputy DSL and /Deputy Prevent Officers. The Deputy DSL will act as DSL in their absence and otherwise will carry out safeguarding tasks and duties as specified by the DSL in accordance with the details set down below. The core responsibility of the DSL, who is a member of the SLT, is to take **lead responsibility** for safeguarding and child protection (including online safety), maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. This is explicit in the job description. Our DSLs are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. The DSL, who has the status and authority within the school to carry out the duties of the post is 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. Whilst the activities of the designated safeguarding lead may be delegated to appropriately to the DDSL, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated. The DSL for the EYFS, whilst having delegated powers, will ensure that the DSL is kept informed of all safeguarding matters relating to the EYFS.

Proprietor who has a Board of Directors: Our school has a board of directors rather than a governing body. The board of directors has ensured that a member of the senior leadership team, appointed as designated safeguarding lead (DSL), is able to discharge that role with sufficient independence. This is particularly in relation to any allegations involving a member of the board of directors or their family. The written confirmation of the appointment as DSL states that part of the duties of the post involve contacting the Local Authority Designated Officer (LADO) on any matter that the DSL considers cannot be properly dealt with internally. Our DSL is also provided with external supervision and can directly access to legal advice as required without first referring to the proprietor. This enables there to a separation between the DSL and the board of directors.

DSL Job Description: If the DSL is unavailable, the Deputy DSL will carry out these duties:

Managing Referrals includes: The DSL is expected to refer cases of suspected abuse to the local authority Children's Services as required:

- The LADO for child protection allegations which concern a member of staff or volunteer;
- The Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child and/or the Police if a crime may have been committed;
- Support staff who make referrals to local authority Children's Services and the Channel programme;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- To liaise with the Proprietor for Safeguarding Issues and to keep links with Surrey MASH and the LADO;
- Keep staff aware of child protection procedures and ensure staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Work with others: The DSL is expected to:

- Liaise with the Head of School to inform them of issues especially on-going enquiries under section 47 of the Children Act 1989 and Police investigations, and liaise with the local authority in order to obtain 'early help' and support for students in accordance with Section 17 Children Act 1989;
- As required, liaise with the "Case Manager" (as per Part four) and the Designated Officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

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Undertake training, which includes: The DSL and Deputy DSLs undergo specific training to be updated every 2 years (including prevent awareness training). In addition, they continually (and at least annually) refresh their knowledge and skills in order to keep up with any developments relevant to their role (this might be through e-bulletins, meeting other DSLs or reading new safeguarding developments) in order to:

- Understand the assessment process for providing early help and statutory intervention, for example through locally agreed common and shared assessment processes such as early help and social care referral arrangements;
- 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;
- 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 the school;
- 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;
- Ensure each member of staff has access to and understands the school'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 needs and young carers; are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school 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;
- 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.

Raise Awareness, which includes:

- Ensuring the School's Child Protection Policies are known, understood and used appropriately;
- Ensuring the School's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the board of directors regarding this;
- Ensuring the policy is made available publicly and parents being made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Linking with the local SSCB to make sure staff are aware of training opportunities and the latest local policy of safeguarding;
- Following up unexplained absences of any child with a telephone call from the school on the morning of the first day of absence and raising awareness of the needs of students including those with special educational needs or disabilities, lesbian, gay, bisexual and transgender (LGBTQ) students.

Child Protection File

Where children leave our school, we ensure their child protection file is transferred to the new school as soon as possible. This will be transferred separately from the main student file, ensuring secure transit and a conformation of receipt should be obtained. In addition to a pupil's child protection file, our Designated Safeguarding Lead will consider if it is appropriate to share any information with the new school or college in advance of the child leaving, such as details of support given to victims of abuse, so as to have this established for then the pupil arrives.

All staff and volunteers: Safeguarding is everyone's responsibility. It applies to all who work, volunteer, learn, or supply services to our school. All staff and volunteers have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This includes a duty to act upon any suspicion, concern or disclosure that may suggest that a student is at risk of significant harm or in need of support services. All staff and volunteers should be alert to students at risk of being Radicalised or drawn into Extremism or Child Sexual Exploitation whether from an adult or another student.

They are required to report instances of actual or suspected child abuse or neglect to the DSL or Deputy DSL. Additionally, they are expected to make themselves available for appropriate training and to read both this policy and Part 1 of the latest edition of KCSIE and 'What to do if you are a worried a student is being abused' latest edition. Special arrangements will be put in place for anyone working in the school whose command of English is insufficient to enable them to read

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and digest the contents of this policy and Part 1 of KCSIE.

Proprietor (Board of Directors): The Proprietors, on appointment, receive safeguarding induction training, which is refreshed in accordance with the SSCB criteria. The Proprietors, who receive from the DSL a safeguarding report at each meeting of the Board of Directors, have a corporate responsibility for all safeguarding matters relating to the students of the school. This includes specific responsibilities for ensuring that all who are employed, supply services or volunteer at the school, are informed of the content of this policy and any reviews and updates. To these ends Proprietors have appointed a named Proprietor to:

- Liaise with the senior leadership of the school, the DSL and Deputy DSL, holding them to account on matters relating to safeguarding and to liaise with the SSCB and LADO as and when required by this policy;
- Ensure that the annual review and report are jointly put together by the named Proprietor and the DSL with the minutes being sufficiently detailed to demonstrate both the breadth and the depth of the review;
- Check the staff's understanding and implementation of the policy, ensuring that all staff are aware of the referral process and how to implement safeguarding protocols;
- Monitor the policy, procedures and the efficiency with which they are implemented;
- Ensure that there are clear job specifications for the DSL and Deputy DSL;
- Find out by visiting the school if the policy is known in practice by talking to a number of staff and volunteers right across the school to see if they would know who to go to in the case of a suspected abuse and what they would do in terms of comments they might make to the child;
- Ensure that the DSL has the knowledge, skills and understanding necessary to keep safe children who are looked after by a local authority;
- Review how children are taught about safeguarding, including online, through the curriculum and PSHEE;
- Ensure that the school contributes to interagency working in line with the Working Together to safeguard children (HM Government, 2018) through effective communication and good cooperation with local agencies.

Head of School: The Head of School will ensure that the Safeguarding and Child Protection Policy and procedures adopted by the Proprietor are implemented and followed by all staff to include:

- Allocate sufficient time and resources to enable the DSL and Deputy DSL to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively;
- Reporting wrongdoing by staff in the workplace that does not involve safeguarding and welfare of students is dealt with in accordance with the school's Whistleblowing procedures;
- Provide immunity from retribution or disciplinary action against staff in the event of them 'whistleblowing' in good faith;
- Ensure that students' safety and welfare are addressed through the curriculum; and
- Be able to understand safer recruitment procedures and processes and deal with allegations against members of staff and volunteers.

APPENDIX 3- THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The role of the LADO is set out in *Working Together to Safeguard Children (2018)* and is governed by the Authorities duties under section 11 of the Children Act 2004 and SSCB Inter-Agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

- Behaved in a way that has harmed, or may have harmed a child, possibly committed a criminal offence against or related to a child; or behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

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

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whether a child is in need of protection or in need of services and consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

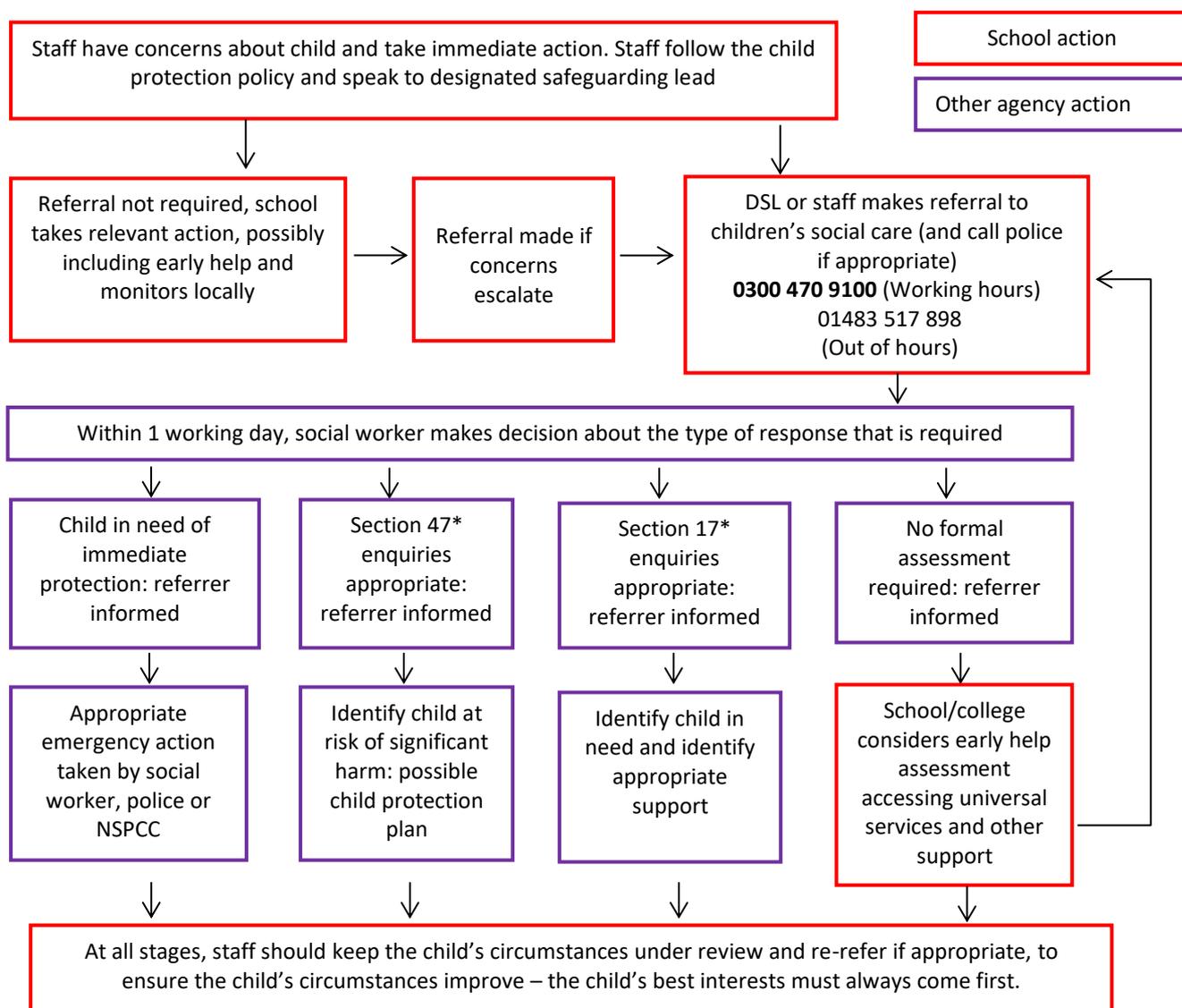
- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers, managing and overseeing individual cases from all partner agencies.
- Ensuring the child’s voice is heard and that they are safeguarded; ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible, recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

APPENDIX 4 - WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED OR NEGLECTED

TASIS ENGLAND’S GUIDANCE FLOWCHART

Actions where there are concerns about a child



***Children Act 1989**

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APPENDIX 5 - WHERE A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT, THE FOLLOWING SEQUENCE OF EVENTS SHOULD BE ADHERED TO**Create a safe environment**

Create a safe environment by offering the child a private and safe place if possible. Stay calm and reassure the child and stress that he/she is not to blame. Tell the child that you know how difficult it must have been to confide in you.

**Listen**

Listen to what the child has to say and take them seriously; reassure the child but advise that you cannot promise to keep a secret. Do not make promises you cannot keep. If there is a requirement for immediate medical intervention, assistance should be called for. Tell the child what you are going to do next after the disclosure.

**Talking to the child**

When talking to the child, do not interview the child and keep questions to a minimum. Do not display shock or disbelief Encourage the child to use his/her own words and do not ask leading questions, interrupt their dialogue, or make assumptions, which might give particular answers. Do not repeat the disclosure over and over. Seek consent from the child to share any information disclosed but should consent not be given, an explanation can be given as to why the DSL must be told.

**Record**

Record in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child (as much as possible in the child's own words) and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. Record in writing the child's name, address and date of birth along with the child's behaviour and emotional state, who else was present at the time of the disclosure. Sign (with time and date) all notes made and give them to the DSL. When the child has finished speaking, do not leave the child alone. Call for immediate assistance from the DSL or deputy DSL or follow the procedures for allegations against staff, volunteers, and Proprietors. The DSL (or other responsible person within the scope of this policy) will then deal with the matter. The official school safeguarding form should also be completed by the person who receives the allegation and forwarded to the DSL.

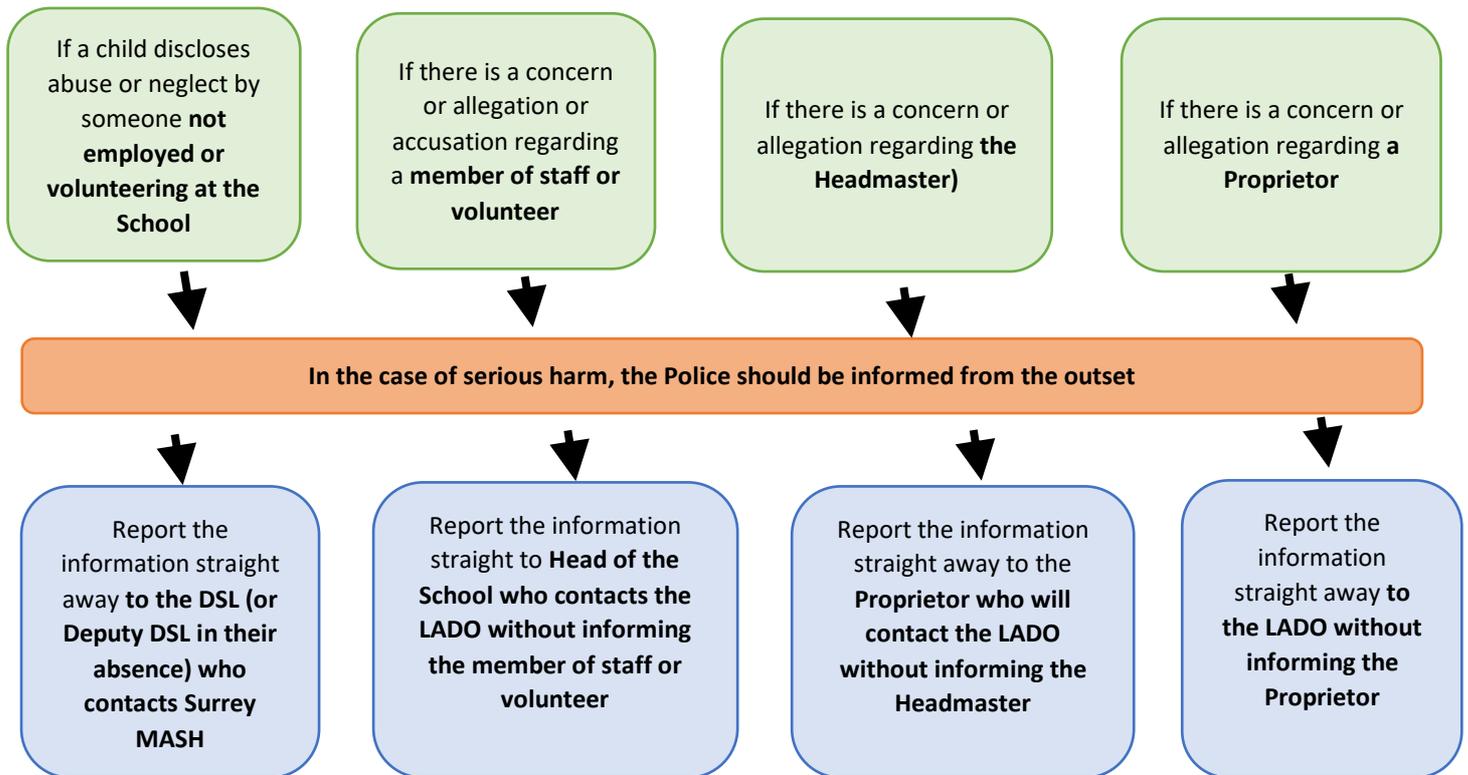
**Do not take responsibility**

Only tell those people that it is necessary to inform.
Do not try to investigate the allegation yourself.
Immediately consult our Designated Safeguarding Lead so that any appropriate action can be taken to protect the student if necessary.
Do not approach or inform the alleged abuser.

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APPENDIX 6 - SAFEGUARDING CONCERNS OR ALLEGATION OF ABUSE ON A CHILD

The following safeguarding procedures apply where you become aware a member of staff/volunteer has, or a child discloses to you that an adult has behaved in a way that has, or may have harmed a child; possibly committed a criminal offence against or related to a child or behaved towards a child or children in a way that indicates they may pose a risk of harm to a child.

**Designated Safeguarding Lead and Prevent Officer for the whole School: -**

Jason Tait (Director of Pastoral Care (EYFS - 12th grade) Telephone: 01932 582312 jtait@tasisengland.org

Deputy Designated Safeguarding Lead Whole School and Prevent Officer for Boarding:

Darren MacPherson (Director of Boarding) Telephone: 07392319945 dmacpherson@tasisengland.org

Deputy Designated Safeguarding Lead and Early Years Foundation Stage & Prevent Officer for Lower School:

Debbie Faasee (Head of Lower School) Telephone: 01932 582428 dfaasee@tasisengland.org

Deputy Designated Safeguarding Lead (DDSL) and Prevent Officer for Middle School:

Sam Stover (Dean of Middle School Student Life) Telephone: 01932 582328 sstover@tasisengland.org

Proprietor Contact Details:

Fernando Gonzalez (Chair of the Board of Directors) Telephone: 01932 565252 flg@tasisengland.org

E-Safety Coordinator (Whole School)

John Arcay (Upper School Technology Integrationist) Telephone: 01932 582 484 jarcay@tasisengland.org

Head of School - Bryan Nixon – Telephone: 01932 582313 bnixon@tasisengland.org

Emergency Duty team (out of hours' service): **01483 517 898**

Email: LADO@surreycc.gov.uk Emergency Duty Team Email: edt.ssd@surreycc.gov.uk

Local Authority Designated Officers for Allegations: 0300 123 1650 (option 3)

Keeping Children Safe in Education (DfE: September 2018) makes it clear that anybody can make a direct referral to Children's Services (MASH) including the LADO and other external agencies.

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APPENDIX 7 - A CHILD PROTECTION GUIDE—CUE CARD**A Child Protection Guide - A Cue Card**

We are committed to safeguard and promoting the welfare of all at our school.

This Code of Practice is intended to provide a readily accessible reference promoting the principle of our Child Protection Policy.

What happens if:**You suspect a child is being abused or neglected:**

1. Immediately inform the Designated Safeguarding Lead (DSL) – report on CPOMS.
2. Record and date any facts which are relevant to your concern on CPOMS and pass these onto the DSL.
3. Do not investigate the issue yourself.

A child discloses to you abuse by someone else

1. Allow the child to speak without interruptions, accepting what is said and without investigating further or asking leading questions.
2. Reassure the child that 'it is not their fault' and that they were right to tell you.
3. Record in the child's own words, on CPOMS, details of the disclosure and refer this immediately to the DSL

You receive an allegation about a member of staff or yourself

1. Immediately inform the Head of School of the allegation.
2. Record and date the details of the allegation on CPOMS.

Do treat everyone with respect

Do provide an example of behaviour you wish others to follow

Do plan activities, involving more than one other person being present, or at least within sight or hearing of others

Do respect a young person's right to personal privacy

Do provide access for young people to talk to others about any concerns they may have.

Do recognise, and allow, the special needs of young people with disabilities and learning difficulties

Do encourage young people with disabilities and learning difficulties

Do encourage children and adults to point out attitudes and behaviour that they do not like

Do avoid inappropriate physical or verbal contact with young people

Do remember that someone else might misinterpret your actions

Do respect the cultural, religious and ethnic backgrounds of others

Do recognise that caution is required even in sensitive moments of counselling

Do avoid situations that compromise your relationship with young people

Do NOT permit abusive peer activities (e.g. bullying racism or others)

Do NOT judge or jump to conclusions about others

Do NOT show favouritism to any individual

Do NOT be drawn into attention seeking behaviour, such as crushes/tantrums

Do NOT make inappropriate remarks or gestures

Do NOT rely on good reputation

Do NOT believe 'it could never happen to me'

Do NOT interview or meet with children in private or outside of school

Do NOT let concerns or allegations of abuse go unrecorded

Do NOT play physical contact games with young people

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