



Safeguarding Policy

Introduction

As a school, Cheam (the “School”) is totally committed to the safeguarding of the children in our care. We are a very close-knit community, which has strong pastoral care and excellent staff / pupil relationships. This enables us to know the children in our care, and with experience we become increasingly aware of their personalities, their characters, their behaviour patterns, and their family history and background.

We must be aware that the Children Act 2004 (now the ‘Every Child Matters’ Agenda) alongside ‘Working Together to Safeguard Children’ December 2023 (WT), ‘Keeping Children Safe in Education’ September 2023 (KCSIE), ‘The Prevent Duty’, July 2015 and ‘The Statutory Framework for the Early Years Foundation Stage 2017 (all future references to these policies refer to the policy dates given here) requires us to be aware of our responsibilities where we encounter actual or suspected cases of child abuse - whether physical, emotional or sexual.

Therefore, the school follows the inter-agency procedures in accordance with the Hampshire Children’s Services, Hampshire Local Safeguarding Children’s Partnership (“LSCP”) and will safeguard and promote the welfare of children who are pupils at the school, in compliance with DfE Guidance (WT), ‘The Prevent duty’ and KCSIE. Any arrangements have regard to any guidance issued by the Secretary of State. It is required that any deficiencies or weaknesses in Child Protection arrangements are remedied without delay. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School’s safeguarding regime and know that such concerns will be taken seriously by the Senior Management Team.

This policy is made available to parents on the school website.

This policy is relevant to all ages within the Cheam Community, including EYFS.

It is important to develop a close working relationship with external agencies such as social services and the police who provide expertise in areas that may be needed in certain circumstances. Failure to consult with and inform those who have the necessary experience, and to take the necessary steps in the event of a case of abuse, would place the child concerned in possible emotional or physical danger; it is important therefore that everyone concerned should retain an open and enquiring mind, but above all should be entirely sensitive to the needs of the child.

Despite establishing strong staff / pupil relationships and excellent lines of communication, some children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or may be being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the Designated Safeguarding Lead (DSL) if they have concerns about a child. It is important that staff determine how best to build trusted relationships with children which facilitate communication and we must be constantly on our guard by listening and watching. As past incidents elsewhere have

revealed, the victim, more often than not, and particularly in the case of sexual abuse, does not speak about the experiences for reasons of fear, shame or because threats have been issued and tends to bottle everything up in order to avoid the perceived repercussions. In such cases our experience and familiarity with the children should enable us to detect visible changes in behaviour patterns - moodiness, periods of silence, withdrawing from group situations, and emotional tantrums. Such behaviour patterns should not only be reported to the DSL but also be detailed on CPOMS.

Role of the DSL and Deputies

The DSL is the Deputy Head Pastoral, Kate Hudson. The Deputy DSLs are the Head of Pre-Prep Jenifer Hillman, the Head of Household Rachel Penberthy and the Director of Teaching and Learning Hugo Fildes. They have the status and authority to take the responsibility for child protection matters and will not delegate the ultimate responsibility for safeguarding and child protection. The DSL also has responsibility for online safety and understanding the filtering and monitoring systems and processes in place. They have all undergone training in child protection, from an external welfare agency that is acceptable to the LSCP. This training (and inter-agency training) will be updated every two years. In any case of alleged abuse they have the responsibility to liaise with three safeguarding partners & local services (the Local Authority, the Clinical Commission group within the Local Authority and the chief officer of the local police) and work with other agencies in line with WT. If after a referral to the Local Authority Designated Officer (“LADO”) the DSL feels that the child’s situation has not improved they must press for reconsideration to ensure the child’s situation does improve. The initial contact with the LADO will be completed by the Headmaster and DSL together. The DSL has a job descriptions that is in accordance with KCSIE 2023.

Governors’ Responsibility

The governor nominated to liaise with the School, leadership and management and DSL on issues relating to Safeguarding is Louise Moelwyn-Hughes. The Board of Governors (the “governors”), as a whole, has a corporate responsibility for Safeguarding and all Governors will undertake appropriate safeguarding training. The Governing body will review the Safeguarding Policy and Procedures annually and the efficiency with which the related duties have been carried out. However, this policy may be amended, as appropriate, and as need arises, between annual reviews. This policy is an agenda item on the governor’s Autumn meeting and is reviewed and agreed by them, following discussions with the DSL, and then signed by the Chair of Governors at this meeting. The Chairman has the delegated responsibility to liaise directly with the Local Services. The governors should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE.

At every Governors’ meeting any safeguarding concerns are the first agenda item. During the full board meetings the Headmaster will present a Safeguarding Report, as part of his larger Headmaster’s Report. In this report he will detail how many pupils have support from the School counsellor, how many concerns have been raised with the DSL, how many times the DSL has contacted the LADO for advice, and how many direct involvements there have been with the Local Authority.

The Governors will ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and GDPR.

Staff Responsibility

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to

fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. All staff meetings should be started with the question ‘Are there any safeguarding concerns which we need to consider?’

All School staff have an obligation to report to the DSL if:

- There is a suspicion of abuse of any pupil by anyone, and if there is any misconduct, whether or not towards any specific pupil or pupils of a kind that might be expected to develop into abuse or improper behaviour towards pupils.
- A pupil discloses abuse or allegations of abuse whether committed against them or another pupil and whether by a pupil or any other person.
- A pupil is suspected to be at risk of radicalisation or extremism (see Prevent below)
- A pupil appears to be in need (see Children in Need below)

This is an inescapable personal and professional responsibility for all staff in the protection of children from harm.

Training of Staff

All staff will receive Level 1 training in child protection updated every three years, which is led by the designated persons and is in accordance with the requirements of the LSCP. Heads of Years, other key staff and the DSLs will receive Level 3 training. EYFS staff receive Level 2 training every two years and all EYFS staff are paediatric First Aid trained. Temporary staff, voluntary staff who work with children, GAP year students and Governors, are made aware of the school’s arrangements as part of their induction process. In addition all staff members including the DSL and Deputy DSLs will receive safeguarding and child protection updates in line with Hampshire LSCP (for example, via email, e-bulletins and staff meetings) and to include an induction and updates on Prevent, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All new staff receive internal, face to face, training as part of their induction process, this includes the Schools Safeguarding Policy and the identity and role of the DSL and the deputy DSLs.

All staff, volunteers and governors are required to read the latest version of KCSIE Part 1 or Annex A of KCSIE as well as the School’s Anti Bullying Policy. For those new to the School, this is part of their induction. All staff, volunteers and governors sign to confirm that they have read these documents.

Ratios and Supervision in EYFS

Cheam provides an excellent ratio of staff to children in the EYFS. The Statutory guidance for the EYFS 2017 (3.35) gives the minimum of one member of level 6 staff for every 13 children with at least one other member of staff who holds a full and current level 3 qualification. For staff below the level six qualification it is one staff member to every eight children.

During breaks, or at times when teachers are undertaking preparation, planning and assessment or are out of the classroom/not interacting directly with the children, ratios are adjusted accordingly.

Children are supervised at all times, with staffing arrangements organised to meet the individual needs of all children and should always be within sight or hearing of staff.

Contingency arrangements are in place for staff absences and emergencies. When there is staff absence, or an emergency occurs, suitable arrangements might include drawing on a pool of suitable staff, re-grouping of children, re-organising rooms and activities and re-deploying other suitable staff. When such disruptions occur there should continue to be a consistent experience for the child.

Where children attend school for longer than the normal school day, in after-school care, the recommendation that outside the school day the adult:child ratio is at 1:8 is followed with at least one member of staff holding a full and relevant level 3 (as defined by the Children's Workforce Development Council "CWDC") and half of all others holding a full and relevant level 2 as defined by the CWDC.

The Pre-Prep department ensures the Pre Prep School premises are safe and secure both indoors and outdoors. The School will inform Ofsted and ISI of any significant changes or events relating to the premises on which childcare is provided. Significant changes or events which must be reported to Ofsted and ISI include:

- structural alterations or an extension.
- Something which adversely affects the smooth running of the provision of care over a sustained period of time.
- Changes to the outside of the premises, such as adding a pond or removal of a fence.

Acting on Concerns

Under KCSIE if staff members have any concerns about a child (as opposed to a child being in immediate danger) they must act on them immediately. Where possible, there should be a conversation with the DSL to agree a course of action, although anyone can make a referral to Children's Social Care (contact details are published at the end of this document). If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible. Options also include managing any support for the child internally, an early help assessment or a referral for statutory services.

Staff are to be particularly alert to the potential need for early help for a child who is disabled or who has specific additional needs, has Special Educational Needs ("SEN"), is a young carer, is showing signs of being drawn into antisocial or criminal behaviour including gang involvement and any association with organised crime. Also if they are frequently missing from home, or misusing drugs or alcohol, are at risk of modern slavery or trafficking or exploitation as defined in KCSIE 2023, or in a challenging family atmosphere, have returned home to their family from care, are showing early signs of abuse or neglect, are at risk of being radicalised or exploited or are a privately fostered child.

Staff should share information rather than assume another colleague will take action.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

Reference to Chairman of Governors

The School has a zero tolerance approach to abuse and the DSL shall immediately inform the Chairman of Governors of any matters of suspected child abuse. If an allegation is made against the Headmaster, and it is brought to the attention of the DSL, the DSL will immediately inform the Chairman of Governors without informing the Headmaster. See the section on Allegations against staff, the Headmaster and Volunteers below.

The Board of Governors will be informed by the Chairman of Governors

References to Local Authority

The School will refer any allegations of abuse to the Hampshire Children's Services. The DSL will report a disclosure or clear evidence of abuse to the Children's services within 24 hours. If it is an emergency and the child is in imminent danger, the police will be informed. The child will be detained at school until the Hampshire Children's Services or Police can give advice or attention.

The School is committed to safeguarding children who have suffered or are likely to suffer significant harm and recognises that this is different to those who are in need of additional support from one or more agencies. The former would be reported to Children's Social Care immediately; the latter would lead to inter-agency assessment using local processes, including use of Hampshire's processes used to identify unmet needs and support children.

If the allegation is made against a member of staff then the LADO will be informed. The LADO is then required to consult with the police and social services as appropriate.

Contact details for the Local Authority and other relevant agencies are at the bottom of the policy and safeguarding details are on the Government website.

Guidance to Pupils

It is acknowledged that pupils should be taught about safeguarding, including online safety and e-safety, through teaching and learning opportunities, as part of a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education as well as child on child sexual abuse. This also includes covering relevant issues within our PSHCEE lessons, Chapels, Assemblies and a broad range of outside speakers. In addition the School aims to have a culture that challenges inappropriate behaviour so that a pupil may feel more confident in raising any issues.

Around the School and in all classrooms there is advice to pupils "Are you Happy" which lists people who pupils can talk to. By all telephones there are contact details for the Independent Listener, Childline, the Children's Rights Director and Ofsted. The concerns and wishes of the children are taken into account and their concerns are treated seriously.

Guidance to Parents

The School arranges talks with external speakers on a range of areas related to e-safety for parents to attend which informs them of the dangers of online abuse. They can then be better equipped to respond to their child's needs, concerns and online habits and recognise when issues might arise. Additionally, the Director of Digital Learning provides e-safety advice for parents in parent newsletters.

Boarders

Within the boarding community, (section 87(1) of the Children Act 1989), arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the School; and such arrangements have regard to the updated National Minimum Standards for Boarding Schools 2022. Under KCSIE, it is noted that children in a boarding environment can be particularly vulnerable and we need to be alert to pupil relationships and the potential for peer abuse. We also need to be mindful of the fact that bullying is potentially a safeguarding matter.

If there is a case of an investigation regarding a boarding or other accommodated staff, which results in suspension, and it is of a child protection nature, that member of staff will be required to remain off-site for the duration of their suspension and will be provided with alternative accommodation away from children.

Dealing with a Disclosure

For further details on how staff should deal with a disclosure, over and above the training they are given, there is a précis of how to deal with a disclosure on a credit card sized card which is provided to all staff. This card contains bullet points of how to deal with a disclosure and the contact details of the DSLs.

Confidentiality

Staff must recognise that all matters relating to child protection are confidential.

The DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. However, all staff must be aware that they have a professional responsibility to share, hold and use information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

In any issues which require the referral of an allegation to the LADO there is no requirement for the School to obtain parental consent. We will consult with the Education Safeguarding Advisory Service or Social Care (First Response Team) before taking any action involving parents.

Staff Recruitment

The School operates safe recruitment procedures (including DBS & birth certificate checks and compliance with Independent School Standard Regulations including checks on prohibitions, directions, sanctions and restrictions where required) and follows its 'Recruitment, Selection and Disclosures Policy' which sets out the procedures and checks carried out in the recruitment process for all new staff (including ancillary staff) with the statutory authorities. This policy has regard to KCSIE. Digital screening is considered as part of the shortlisting process to check an applicants online presence. Any concerns highlighted can then be questioned at interview stage. For further details, contact the Director of Finance and Operations or Head of Compliance and HR.

Reporting Dismissed Staff

The School understands that it is a legal requirement to notify the Secretary of State and DfE and the DBS within 14 days if the services of a person are discontinued because they were considered unsuitable for work with children and meet the DBS criteria for referral. Failure to report constitutes an offence. Also, a referral will be made to the Teaching Regulation Agency (TRA) and to Ofsted and the ISI within 14 days

where a teacher has been dismissed for misconduct (or would have been dismissed had he/she not resigned first).

EYFS Camera and Mobile Phone Policy

Children have their photographs taken to provide evidence of their achievements for developmental records (The Early Years Foundation Stage, EYFS 2007). Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of any of the children for their own records during session times.

Remote Education

During the events of Covid-19 and the associated provision of remote learning, potential safeguarding issues arose that we became aware of. We have learnt from our experiences and recognise that measures are needed to safeguard children when they are learning remotely. Guidance is available to support schools to understand how to keep pupils safe and this guidance can be found at www.gov.uk/guidance/safeguarding-and-remote-education. This can also be read alongside KCSIE Part 2 paragraphs 139 and 140. As a school we maintain regular contact with parents to reinforce the importance of children being safe online and we ensure our systems filter and monitor online use.

Monitoring and Filtering of IT provision

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the governing body will be doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the governing body will ensure that Cheam has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They will ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified, this will be the responsibility of the DSL to link with the IT department. The DSL will also give training to the staff about their responsibility for making sure that the monitoring and filtering of IT provision is adequate.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

KCSIE makes clear the link between mental health and safeguarding, and stresses the role that the school plays in detecting possible problems and supporting good mental wellbeing. The school recognises that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental (as well as physical) health and development.

There are clear systems in place for identifying possible problems, and for escalating concerns with written protocols in place for managing pupils with mental health issues. There are many resources available from Public Health England amongst others. Mental wellbeing forms a part of the PSHCEE programme for pupils, as well as being central to ongoing tutorial conversations. Pastoral staff have access to CPD in respect of recognising and responding to the signs of mental ill health. Understanding the link between

feeling emotionally safe, resilient and supported by trusted adults, and effective learning, is central to the school's educational ethos. In addition, staff should also be aware that adverse childhood experiences can have a lasting impact on the mental health, behaviour, education and wellbeing of young people.

The pastoral structure promotes the rapid communication of concerns to and from a child's form tutor, to and from the DSL (where there may be additional safeguarding concerns), and to and from the wider pastoral team.

All staff, in whatever role, should raise any concern about a pupil's mental health without delay, and should follow up the concern as appropriate. If a member of staff is concerned that a pupil is in immediate danger (eg because of behaviours indicating self harm or suicidal ideation) then they should remain with the pupil, while seeking urgent help from other staff. This may include calling 999.

The school seeks to work closely with parents and others, as appropriate, to share resources and training, to promote mental and emotional wellbeing and to obtain access to appropriate and timely support and intervention.

Children in Need

The school recognises and understands the need to support pupils, who may be in difficulty for different reasons, including potential abuse, but also, importantly, children who are in need of particular support due to self-harm, missing education, mental health or other issues including domestic abuse or violence or gangs as well as vulnerability of children with SEND.

Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the procedure for dealing with children that are absent from school, particularly repeatedly and /or for prolonged periods and children missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including the types of abuse detailed in Appendix A and to help prevent the risks of their going missing in future.

Office staff receive the registers in the morning and afternoon and will contact parents in the case that a child has an unexplained absence. The School will inform the local authority of any pupil who fails to attend School regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, although common sense suggests that the Local Authority would be contacted by us, in practice, considerably earlier than this time frame.

If a pupil was discovered to be missing during the course of a School day, there is a procedure to follow, which is contained within the Missing Child and Missing Pupil Procedures and located at key telephones.

Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of School and/or can occur between children outside of this environment. All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Serious Violent Crime

All Staff should be aware of indicators which may signal children are involved in or at risk from serious violent crime. These may involve absence from School, a change in friendships or other relationships with older individuals and groups, a significant decline in performance, signs of self harm or a change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. The increase in risk factors may include being male, being frequently absent from school, child maltreatment or being involved in theft or robbery.

Prevent Duty

All pupils must be protected from extremism. With this in mind the school has a 'Prevent Duty', contained within the Prevent Policy to update all staff. Senior managers and key staff have undergone online training in the Channel Programme (a voluntary, confidential support programme for vulnerable pupils) and all Cheam staff are updated on Prevent as part of Safeguarding training. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. Advice will be sought from the police and other agencies as appropriate.

Child Sexual Exploitation and Child Criminal Exploitation

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual or criminal activities. What typically marks out exploitation is an imbalance of power in the relationship. However, it is also important to recognise that some young people who are being exploited do not exhibit any external signs of this abuse. The experiences and indicators of boys and girls being criminally exploited can be very different.

Honour Based Abuse and Forced Marriage

So-called 'honour-based' abuse (HBA) 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 HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, 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 HBA, or already having suffered HBA.

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 they cannot consent (if they have learning disabilities, for example). In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Staff should be aware of the effects of witnessing domestic abuse can have on children. The DSL is trained as part of 'Operation Encompass'. Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

Female Genital Mutilation

We believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including amongst others Egypt, Sudan, Somalia and Sierra Leone.

Although the School currently has no children from these backgrounds and consider girls in our school safe from FGM, it is noted that section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a legal duty upon teachers 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.

County Lines

County Lines involve gangs importing illegal drugs & children can be recruited into these operations. Drugs can be concealed internally to avoid detection. One of the ways of identifying potential involvement is children missing episodes at school and home. If a child is considered to be involved then a safeguarding referral should be considered alongside local services/third sector providers who offer support to victims of county lines exploitation.

Use of School Premises for Non-School Activities

If the School hires out its premises to other organisations, it will ensure that appropriate arrangements are in place to keep the children safe. The School may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the School will follow their safeguarding policies and procedures, including informing the LADO.

Allegations against Staff, the Headmaster or Volunteers

If any member of staff, (which includes teaching or non-teaching, including volunteers and supply teachers), has reason to believe that a member of the School staff other than the Headmaster or DSL has abused a pupil, or has witnessed or been informed of any misconduct, whether or not toward any specific pupil or pupils, of a kind that might be expected to develop into abuse or improper behaviour towards

pupils, that suspicion must be reported to the DSL immediately. Such a suspicion may arise from an allegation by a pupil or from observed behaviour and it is imperative that the member of staff informs the DSL immediately. The DSL will contact the LADO for advice immediately and certainly within 24 hours. The subject of the allegation will be informed as soon as it is possible to do so, but always following advice from the LADO and other agencies including the police where appropriate. The DSL will keep the Headmaster informed in all cases other than where the Headmaster is the subject of the allegation.

Where the subject of the allegation is the Headmaster, then the Chairman of Governors should be informed immediately without informing the Headmaster. The Chairman of Governors will liaise directly with the Local Authorities and services as appropriate or may ask the Vice Chairman, to liaise with those authorities or services on his behalf.

If the subject of the allegation is the DSL, then the Headmaster should be informed immediately, or in his absence the Deputy DSLs, without informing the DSL. The Headmaster will liaise directly with the relevant Local Authorities and services.

The School's disciplinary procedure will be treated as a separate issue from Child Protection and is detailed in the Disciplinary Procedure. The member of staff concerned will however immediately be suspended from duty pending further advice from the LADO who will be responsible for liaising with the Police and Social Services. If the allegation is against a member of the boarding staff the school will make arrangements for alternative accommodation away from children if the staff member is suspended pending investigation of a child protection nature.

The School has a Whistle-Blowing policy and recognises that staff are free to raise concerns, including poor and unsafe practice and potential failures in the safeguarding regime, in a confidential fashion. If the concern is regarding a safeguarding issue the member of staff is able to refer the issue directly to the children's Social Care themselves.

If there is an allegation against a person outside the School Community the DSL will approach the LADO and seek assistance in obtaining advice from external agencies.

KCSIE provides the most recent guidance on this issue. If an allegation is made against a teacher the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. Schools must not undertake their own investigations of allegations without prior consultation with the LADO, or in the cases of 'serious harm' or a possible crime, the police, so as not to jeopardise statutory investigations. Discussions with the LADO may be held informally and without naming the School or individual.

The School has an open and transparent culture and in instances where there is low level concern (eg being over friendly with children, having favourites, taking photos of children on their mobile phone, engaging with a child on a one on one basis or behind a closed door, using inappropriate, sexualised, offensive or intimidating language) these will be dealt with promptly. All low level concerns should be reported to the Headmaster confidentially and there is a link available on the Staff Portal on Teams for reporting low level concerns. Additionally staff may use this link to self report to the Headmaster any instances which they have found themselves in which could be misunderstood or misconstrued. For supply staff & contractors reports are shared with their employers. Any patterns of inappropriate behaviour are identified and the School can then decide on a course of action via its disciplinary procedures (or referral to the LADO if the harms threshold is met). The person sharing their concern should also be noted whilst respecting any wish to remain anonymous. The School will decide if there are wider cultural issues that need to be addressed and if additional training might minimise the risk of recurrence.

Allegations of Abuse by a Pupil

If an allegation of abuse is made against a pupil and there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the pupil may be suspended from the School during the investigation. The School has a strong commitment towards anti-bullying. Bullying must be recognised as a possible abuse situation and as a result a potential safeguarding issue and this policy should be read in conjunction with the school's Anti Bullying Policy. Sexting and abusive banter is also seen as peer abuse and is unacceptable as is gendered abuse.

The School will refer the matter to Children's Services via the professionals line or by completing an Inter-Agency Referral Form. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that the child is supported during the interview by an appropriate adult. The School will take legal advice on any investigation at the point where it reaches the legal threshold.

If the abuse is by one or more pupils against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm' then any such abuse should be referred to the local agencies. In the event of such disclosures about child on child abuse the School should ensure that all pupils involved, whether perpetrator or victim, are treated as being 'at risk'. All levels of child on child abuse are recorded on CPOMS and all victims and perpetrators will be supported through the pastoral care system and the use of a school counsellor and external agencies where required.

In relation to child on child sexual violence and sexual harassment the School will follow the guidance as set out in KCSIE and staff are trained in management of reporting on child sexual violence and sexual harassment as part of their child protection training. It is important that all staff recognise the signs of child on child abuse, challenge any inappropriate behaviours and speak to the DSL with any concerns. There is also a dedicated NSPCC phone line (number at the end of this document) for anyone who has been a victim of sexual abuse. The different types of child on child abuse are listed in Appendix A but may include (but not be limited to) bullying (including cyber bullying), sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; upskirting, sexting and initiating/hazing type violence and rituals. Children with SEND are more likely to be at risk and additional barriers may be present making it more difficult to recognise. Procedures to minimise the risks include inter alia discussion within the PSHCEE discussions that no child on child abuse is ever tolerated or passed off and is always taken seriously. The School will always look to acknowledge sexual violence and abuse and call it out as unacceptable behaviour. If there is any reason for concern or if a child does not report sexual abuse directly to a member of staff but is overheard discussing it, the member of staff should act on that conversation immediately. The way the School responds will have impact on the perpetrator and the victim.

The Use of Reasonable Force

Reasonable Force may be used in scenarios where to do so would safeguard the child and where reasonable means using no more force than is needed. Staff should recognise the additional vulnerability when considering using reasonable force with children with SEN. Positive and proactive behavioural support is used at all times to minimise the need to use reasonable force.

Child Volunteering Information

If a child volunteers information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through 'think books', role play etc. The role of the member of staff or volunteer hearing this

is to listen but not undertake any investigation of the potential abuse. That is the role of the DSL and/or child protection agencies

When a child confides in you, this is what you should do:-

- give the child undivided attention;
- show concern, support and warmth but don't show emotions, distress or negative reaction; be re-assuring;
- listen carefully;
- allow the child to tell what s/he wants to say but do not ask unnecessary questions or details except to be clear that the child is indicating abuse or neglect. It is important to know what the child is saying and if the child is hurt or might be in need of medical attention
- deal with the allegation in such a way that the child does not have to repeat the information to different people within the school; it is important to know if an incident has happened recently and whom the child is saying has hurt her/him;
- make careful records of what was said, straight away, record the time, date, place and people who were present, as well as what was said, using child's own language and colloquialisms;
- negotiate getting help;
- find help quickly;
- do not malign the character of the alleged perpetrator.

Things you should not do:

- jump to conclusions;
- try to get the child to 'disclose';
- ask for lots of details about the alleged event(s);
- speculate or accuse anybody yourself;
- make promises you can't keep, such as total confidentiality;
- pre-empt or prejudice an investigation by leading the child with closed questions

Contact Details

Designated Safeguarding Lead
Kate Hudson

HUDSONK@CHEAMSSCHOOL.CO.UK / 01635 268242

Designated Deputy Safeguarding Leads
Jenifer Hillman (Head of Pre Prep)
Rachel Penberthy (Head of Household)
Hugo Fildes (Director of T&L)

HILLMANJ@CHEAMSSCHOOL.CO.UK / 01635 268242
PENBERTHYR@CHEAMSSCHOOL.CO.UK / 01635 268242
FILDESH@CHEAMSSCHOOL.CO.UK / 01635 268242

Nominated Safeguarding Governor
Louise Moelwyn-Hughes

01672 892200

Hampshire Children's Services 0845 603 5620
(Out of Hours 0845 600 4555)

Hantsdirect Children's Services 01329 225379
(Professional number)

Local Authority Children's Social Care 0300 555 1384
Email childrens.services@hants.gov.uk

LADOs (Fiona Armfield, Shona McMinn 01962 876364
Amy Puncheon & Barbara Piddington)

Young people and adults can contact the NSPCC helpline, Report Abuse in Education on [0800 136 663](tel:0800136663) or 0808 800 5000 or email help@nspcc.org.uk

NSPCC Whistleblowing 08000280285 or help@nspcc.org.uk

TRA 020 7593 5393

LSCP Manager 01962 876231
<https://hampshirescp.org.uk>

Police 0845 0454545

ISI 020 7600 0100

Ofsted 08456 404040 / 0300 123 4666

NSPCC Child Protection Line 0808 800 5000

Department of Education extremism helpline 020 7340 7264
counter.extremism@education.gsi.gov.uk

DBS: <https://www.gov.uk/government/organisations/disclosure-and-barring-service/about>

Covid-19 <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

Useful Publications

National Police Chiefs' Council (NPCC) guidance - When to call the police

Mental Health and behaviour in schools, DfE, Nov 2018

What to do if you are worried a child is being abused – advice for practitioners, March 2015

NSPCC website for additional information on types of abuse

Policy Owners

Staff: Kate Hudson (DSL)
Governors: Pastoral & Wellbeing Sub-Committee

Latest Reviews

Staff Policy Owner: September 2023 (following KCSIE update Sept 2023)
Compliance: June 2024
Board of Governors: November 2023

Safeguarding Policy (Appendices)

Appendix A

- Types of Abuse and Neglect

Appendix B

- Child Protection Procedure – A Step By Step Guide

Appendix C

- Role of the Designated Safeguarding Lead (From KCSIE, Annex C, September 2023)

Appendix A

Types of Abuse and Neglect

Staff at Cheam should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another and may include bullying, physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexual violence or sexual harassment, sexting, upskirting; initiation/hazing type violence and rituals. We must be aware of the potential use of online systems which can be used wholly as a form of abuse or can be used to facilitate offline abuse. In addition we should be aware of child on child sexual abuse between children.

Abuse

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

Physical abuse

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

Emotional abuse

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

Sexual abuse

Child Sexual Exploitation (CSE) is a form of sexual abuse and involves sexual harassment and sexting, the sharing of nude and semi-nude images, 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 or upskirting. 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) and sexual or

sexist name calling. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children in child on child sexual abuse.

Domestic abuse

The Domestic Abuse Act 2021 recognises domestic abuse on children if they see, hear or experience the effects of abuse.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to-

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

A previously looked after child remains vulnerable and staff must have the required skills to protect the child and work with all the agencies involved. In the event that the School had any pupils who were from foster care and/or leaving a carer, the DSL must liaise with the local authority personal advisor.

Child abuse - possible indicators

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree:

Sexual

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Starting to wet again, day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures

- Trying to be ‘ultra-good’ or perfect; overreacting to criticism.
- Noticeable discomfort in their genital or anal area

Physical

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to ‘make him study’)
- Fear of suspected abuser being contacted.

Emotional

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation (“I’m stupid, ugly, worthless, etc”)
- Over-reaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain (“I deserve this”)
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression.

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation

- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

Note: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone. (KIDSCAPE)

Appendix B

Child Protection Procedure – A Step By Step Guide

When abuse of a pupil is suspected or alleged, staff should follow these simple procedures:

The following is a copy of the credit card sized, aide memoire that is issued to all staff in their induction and again at Child Protection training. The DSL has spare copies if required.

CHILD PROTECTION

Dealing with disclosure

STOP! Please follow this procedure carefully

1. Listen. Do not ask leading questions. Make notes.
2. Believe. Reassure the child.
3. Do not promise confidentiality.
4. Accept the child's feelings.
5. Do not keep the information disclosed to yourself.
6. Pass the information (and your original notes) to the Assistant Headmaster as the DSL.
7. Encourage the child by your continued interest after the disclosure.

Questioning Skills

Closed Questions

Do

Did

Can

Would

Could

Are etc.

Open Questions

Tell mewhere

Who

Describe

How

What

When

Show me

Talk

Avoid using 'Why'? This can confuse a child and leads to feelings of guilt.

Initial Responses to child

Do say:

'Thank you for telling me'

'I am sorry it has happened to you'

'I am going to help you, and will tell you what I am going to do'

'It should not have happened'

'You are not to blame'

When you are returning to see the child:

What you will have done by then and / or who you will bring with you

Honestly what you believe may happen in the immediate future

Do not say:

'It will be all right soon'

Anything which you will not be able to fulfil

It's anybody's fault

Annex C: Role of the designated safeguarding lead (as of KCSIE 2023)

Governing bodies and proprietors should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy designated safeguarding leads

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

Availability

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

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and

- where a crime may have been committed to the Police as required. [when-to-call-the-police--guidance-for-schools-and-colleges.pdf \(npcc.police.uk\)](https://www.npcc.police.uk/guidance-for-schools-and-colleges.pdf) should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#).
- as required, liaise with the “case manager” (as per Part 4 of KCSIE) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO’s), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college. This includes ensuring that the school or college knows who its cohort of children who have, or have had, a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have, or have had, a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part 2 of KCSIE.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named person with oversight for SEND in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- 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
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.