



Child Protection and Safeguarding Policy

2019 - 2020

Key Contacts in School

Role	Name	Contact
Designated Child Protection Officer	Farah Quinn	64432
Deputy Designated Child Protection Officer	Carolyn Yon Sophie Collard	64432

Other Key Contacts

Role	Name	Contact
Social Worker	Hannah Lindsay	64691
Police Inspector	Dave Kewley	66225
Chair, AISCB	Sean Burns	67000
Senior Medical Officer	Bill Hardy	66303

Police emergency: 999

Ascension Childline: 66789

Two Boats School Child Protection and Safeguarding Policy

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1. CONTEXT

“Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children. Various other statutory duties apply to other specific organisations working with children and families and are set out in “Working Together to Safeguard Children” 2018 with reference to “individual organisational responsibilities” and duties of “Schools and colleges” within the Education Act 2004 and “Keeping Children Safe in Education” September 2019.

An effective whole school child protection policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy also makes explicit the school’s commitment to the development of good practice and sound internal procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. The Ascension Island Government is a signatory of the UN Convention on the Rights of the Child and as such our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school, in our community and with their families.

In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

2. AIMS

This policy ensures that all teaching and non-teaching staff in our school are clear about the actions necessary with regard to a child protection issue. Its aims are:

- Prevention; ensuring we practise safe recruitment in checking the suitability of our staff and volunteers who work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Protection; developing then implementing procedures for identifying and reporting cases or suspected cases of abuse.
- Support; supporting pupils who have been abused.

- Establishing a safe environment in which children can learn and develop.
- The aims of the school policy are to make all within the school feel safe and have clear roles and responsibilities in place for that to happen.
- Confirm that the pupils' development is supported in ways that will foster security, confidence and independence.
- Raise the awareness of teaching, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Confirm the structured procedures to be followed by all members of the school community in case of suspected harm or abuse.
- Emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities.
- Emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities

The protection of children is the responsibility of everyone. Primary responsibility for the care and protection of children rests with parents and carers, but services are available to help them in this task. Many referrals are made by parents and carers seeking help for themselves. Relatives, friends and neighbours may also directly, or encourage families to, seek help or alert statutory authorities to children about whom they are concerned. All agencies with staff that are in direct contact with children and families must be involved.

The safety and protection of all children is of paramount importance to all those involved in Education. For avoidance of doubt the role the Governing Body set out in 'Keeping Children Safe in Education' September 2019 (KCSIE.) This guidance coupled with "Working Together to Safeguard Children" 2018 and the areas identified above within the context, is the blueprint for all multi agency working and should be available and accessible to all those responsible for children's welfare. Working Together to Safeguard Children' 2018, The "Prevent" Duty July 2015 and Ofsted Common 'Inspection framework: safeguarding in maintained schools and academies' September 2015.

This school policy reflects the 'Keeping Children Safe in Education' 2019 guidance making it clear to Governing Bodies that staff in all schools and colleges should ensure that all staff read at least part one of KCSIE and Annex A, although best practice would be for all staff to be acquainted with all sections of KCSIE this can be viewed at: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

3. PURPOSE

Children can develop a special and close relationship with the school/college community and view them as significant and trustworthy adults. For the purpose of these policies and for

avoidance of doubt, the school community shall include all those that work at the setting. Those being teachers, whole school staff, governors, children, Parents/carers that play an active role regularly at the setting and volunteers.

All of the school community believe that our school/college should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. It is not surprising therefore that a child, if they have been abused, may confide or disclose to a teacher or another member of staff.

At Two Boats School we have the following policies in place that should be read in conjunction with this policy:

- Anti-Bullying
- Ascension Island Child Protection Procedures
- AIG Policy for Mandatory Criminal Records Check Behaviour Policy
- Peer on Peer abuse
- Children Missing Education
- Staff Code of Conduct
- Safer Recruitment
- Acceptable Use staff & pupils
- Attendance
- Preventing Extremism and Radicalisation
- Online Safety
- Relationship and Sex education Policy

4. ASCENSION ISLAND FRAMEWORK

The school does not operate in isolation. Child protection is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Ascension Island Safeguarding Children Board.

The Safeguarding Board is chaired by The Administrator and also includes:

- The Headteacher
- The Senior Medical Officer
- The Police Inspector
- The Solicitor General
- The Social Worker
- A representative of the voluntary organisations

The objective of the AISCB are:

- To co-ordinate what is done by each person or body represented on it for the purposes of safeguarding and promoting the welfare of children in Ascension; and
- To ensure the effectiveness of what is done by each such person or body for those purposes.

Details of any Child Protection Plans are kept by the Social Worker on behalf of the Administrator and can be accessed by the professionals above.

5. TYPES OF ABUSE AND SPECIFIC SAFEGUARDING ISSUES

KCSIE (2019) defines abuse as the maltreatment of a child.

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

Safeguarding and promoting the welfare of children is defined as;

“protecting children from maltreatment, preventing impairment of children’s health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully.”

It is important to note that the four defined categories of abuse being:

- **Physical**
- **Sexual**
- **Emotional**
- **Neglect**

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

Abuse is 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. They may be abused by an adult or adults or another child or children.

Physical abuse is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

Emotional abuse is persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a 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 involve the imposition of age- or developmentally-inappropriate expectations on a child. It may involve causing children to feel frightened or in danger, or exploiting or corrupting children.

Some level of emotional abuse is present in all types of ill treatment of a child; it can also occur independently of other forms of abuse.

Sexual abuse is any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child

is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate ways.

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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to, a child's basic emotional needs. Neglect may also result in the child being diagnosed as suffering from "non-organic failure to thrive", where they have significantly failed to reach normal weight and growth or development milestones and where physical and genetic reasons have been medically eliminated.

In its extreme form children can be at serious risk from the effects of malnutrition, lack of nurturing and stimulation. This can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature.

With young children in particular, the consequences may be life-threatening within a relatively short period of time.

Specific safeguarding issues

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect (Annex A). Staff are made aware of specific safeguarding issues (listed below) through child protection training, reading up to date guidance such as Keeping Children Safe in Education Sept 2019,

Where incidents and or behaviours are associated with factors outside the school/college/setting and/or occur between children outside the school/college/setting the designated safeguarding lead (or deputy) should be considering contextual safeguarding. This simply means assessments of children in such cases should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Any social care assessments should consider such factors and so, it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the evidence and the full context of any abuse. Supporting information regarding contextual safeguarding, and where schools and colleges fit into the wider environment, is available here:

[Contextual safeguarding](#)

<https://www.contextualsafeguarding.org.uk/publications/school-assessment-toolkit>

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites. In addition KCSIE 2019 makes direct reference to following safeguarding concerns,

- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Child Criminal Exploitation: County Lines
- Peer on peer abuse including bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults strategy
- Private fostering -
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking

Two Boats School will respond immediately to such cases on an individual basis, supported by children's social care and the police if required



CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers

It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary. Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or deputy) and the SENCO Farah Quinn

Peer on peer abuse including Bullying

The School aims to comply with Section 154 of the Education Act 1996 by maintaining an ethos and environment which will encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures for responding to, managing, recording and reporting and investigating and support for the victim and perpetrator

Peer on peer abuse can manifest itself in many ways. This may include but is not limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment; including rape, assault by penetration and sexual assault
- Initiation/hazing type violence and rituals.
- Sexting (also known as youth produced sexual imagery); an Additional guidance is found in UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017)



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- Sexual harassment, such as sexual comments, jokes, remarks and online sexual harassment which may be stand-alone or part of a broader pattern of abuse
- Upskirting, this is a criminal offence which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals, buttocks to obtain sexual gratification or cause the victim humiliation, distress or harm

We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

The school will follow and adhere to the guidance in the school's Behaviour policy to address peer on peer in tandem with the school's Peer on Peer Abuse Policy and impose appropriate strategies and sanctions as a result of any bullying for both the victim and perpetrator. The school would respond to an incident of Peer on Peer abuse by recording the incident on a Concern Reporting Form and by following guidance as set out in Sexual violence and sexual harassment between children in schools and colleges. Published by Department for Education.

It is vital that staff at Two Boats School understand that the child who is perpetrating the abuse may also be risk of harm. Staff should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse.

Staff must be able to use their professional judgement in identifying when what may be perceived as "normal developmental childhood behaviour" becomes abusive, dangerous and harmful to others.

Designated leads may need to consult with the AICSB to help with their decision making as well as Brook Traffic Light Tool

Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Two Boats School recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when

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considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

- “School staff need to be particularly sensitive to signs which may indicate possible safeguarding concerns. This could include for example, poor or irregular attendance or children missing from education” (Ofsted September 2009). The recognised figure for persistence absence being less than 90%, although concerns may still be raised if above this.
- The school will hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern
- In respect of this, the school will require behaviour and attendance leads to refer to and use the established protocol document of notification to the Local Authority, filling out the appropriate paperwork, “Policy and Procedures for Identifying and maintaining contact with Children Not Receiving Education (CNRE) and Children Missing Education (CME)”
- Parents and carers should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).
- Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 2 days or more

Children Leaving School without Permission

- Where children leave the classroom or leave school grounds without permission, this is covered within our behaviour management policy and is also set against the backdrop of the legal framework of the Children Act 1989, (revised 2004) s3 (5); “Anyone who has care of a child without parental responsibility may do what is “reasonable” in all the circumstances to safeguard and promote the child’s welfare. It is likely to be “reasonable” to inform the police, or children’s services departments, and, if appropriate, their parents, of the child/young person’s safety and whereabouts.”
- However, in principle, if a pupil runs out of class we will establish where he or she has gone. Teachers will not run after them but will send a message to the office for adult support. We keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of the school grounds. If a child is no longer on school premises, Parents/carers will be contacted in the first instance. If they are not at home or contactable the police will be informed that a pupil has left school and is at risk

Looked after Children

Staff are aware the for children becoming looked after may be because of abuse and/or neglect. Appropriate staff have the information they need in relation to a child’s

- Looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order)
- Contact arrangements with birth parents or those with parental responsibility.
- Care arrangements
- Levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding lead should have details of the child's social worker and the name of the virtual head. The designated safeguarding lead should work closely with the designated teacher for the looked after child.

Private fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Should the school become aware of this, we will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child

SPECIFIC LEGAL DUTIES TO REPORT

Forced Marriage, Honour Based Violence

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. "Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. Where issues may be raised whether by people within school community, the wider community, older or younger children in all school settings, we will follow Government guidance; "Handling cases of Forced Marriage" (multi agency practice guidelines) June 2014. Our staff understand how to report concerns where this may be an issue. We will consult appropriately and sensitively, in a two way process, in line with that national guidance current, future and local procedure.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse and must be reported to the police.

This school recognises that FGM is against the law and can happen across all ranges of educational settings and we will alert staff to free on line training at: www.fgmelearning.co.uk . Furthermore, this school wish to make it clear that in line with Section 74 of the Serious Crime Act 2015 that ***"If a teacher, in the course of their work in the profession,***

discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

Sign and symptoms :A girl or woman who's had female genital mutilation (FGM) may:

- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) is as follows:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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".

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. We will consult in the normal way with the AISC and seek advice from the police. **Sexual violence and sexual harassment is not acceptable and will not be tolerated.** The concerns will be followed through sensitively and appropriately with fellow professionals.

Young people who are being sexually exploited may:

- go missing from home, care or education.

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- be involved in abusive relationships, intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- be involved in petty crime such as shoplifting
- have unexplained physical injuries
- have a changed physical appearance, for example lost weight.

They may also show signs of [sexual abuse](#) or [grooming](#).

The designated safeguarding lead is the named CSE Lead in school on these issues and will work with other agencies as appropriate. **All victims are taken seriously, supported and kept safe.** Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff).

Risk assessments should be recorded and kept under review. The designated safeguarding lead (or deputy) will make an immediate report to children's social care.

Domestic violence

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Domestic Violence and Serious Harm-Research increasingly indicates that domestic violence/Serious Harm in any form can and does have an impact on children and young people of all ages and backgrounds. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. For the avoidance of doubt, and in the spirit of children's welfare, this school will liaise with agencies in a two way

process where Domestic Violence/Serious Harm is a factor in the household. Children within our care will be supported where needed and school available for them. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse signs symptoms effects

<https://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse/>

Prevention of radicalisation (Refer to Preventing Extremism and Radicalisation Policy')

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

At Two Boats School, we:

- Promote tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life.
- The school promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensure that when political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. For further information on this subject please refer to pages 83 to 85 of Keeping Children Safe in Education (2019).

Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. AISCB can advise of referral pathways.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible all front line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP])

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Any young person deemed to be in need of this support will be discussed at AISCB.

As a school we also recognise that extremist views in children can be a sign of potential abuse and will be dealt with in the same way as other concerns. The same principle applies to Domestic Violence, Honour Based Violence, Forced Marriage, Gang Activity, Fabricated and Induced Illness.

Drug and Substance misuse

Where issues come to attention of the school in relation to drugs and substance misuse we will follow the non-statutory advice contained within “DfE and ACPO drug advice for schools” September 2012. This document clearly sets out issues around broader behaviour and pastoral support, as well as managing drugs and drug related incidents within our school. The document produced by the Department of Education and the Association of Chief Police Officers clearly sets out the role of schools, their powers and what schools can do. Coupled with this preventative and supportive approach this will sit hand in hand with our statutory functions of child protection and the alerting to established referral procedures and the law of the land.

Fabricated and Induced Illness

“The fabrication or induction of illness in children is a relatively rare form of child abuse. Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child’s signs and symptoms of illness. At all times professionals need to keep an open mind to ensure that they have not missed a vital piece of information”.

Taken from “Safeguarding Children in whom illness is fabricated or induced” HM Government. This supplementary guidance to “Working Together to Safeguard Children” will be adopted by this establishment and we will adhere to our duties to refer as set out on pages 31 & 32 paragraphs 3.84-3.89

Youth Violence and Gang Activity, Serious Violence

“The vast majority of young people and educational establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact.”

Taken from the Home Office: “Preventing youth violence and gang involvement Practical advice for schools and colleges”. In light of this we will embrace the Home Office document and follow this guidance which clearly sets out understanding the issue, seeking support, working with local partners, early intervention and legal powers for staff.

All staff are aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include an increased absence from school, a change in friendships or relationships with older individuals nor group, a significant decline in performance, signs of self harm or a significant change in well-being, or signs of assault or physical injuries. Unexplained gifts or new possessions could also indicate that children have been approached or are involved with individuals associated with criminal networks or gangs.

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Signs of abuse

Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Anyone working with children or young people needs to be vigilant to the signs listed below:

- Regularly experiencing nightmares or sleeping problems
- Changes in personality
- Outbursts of anger
- Changes in eating habits
- Showing an inexplicable fear of particular places or making excuses to avoid particular people
- Self-harming (includes head banging, scratching, cutting)
- Not receiving adequate medical attention after injuries
- Showing violence to animals, toys, peers or adults
- Knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour
- Lacking in confidence or often wary/anxious
- Regressing to the behaviour of younger children
- Regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly
- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression

- Age inappropriate sexual behaviour

Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated. Remember that children are unique and their responses will be unique.

Abuse can happen to any child. Children are more likely to be abused by people they know and the indicators are physical, emotional, behavioural and social.

7. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of the children have a responsibility to safeguard and promote the welfare of children. There are however key people within schools and Ascension Island Government who have specific responsibilities under child protection procedures. The names of those carrying out those responsibilities for the current year are listed on the coversheet of this policy.

KEY RESPONSIBILITIES

The role of the Head teacher and Governors

The Head Teacher and Governors are committed to working together to create and maintain a safe learning environment for the children and young people attending the school.

The Head teacher and Governors will follow the specific guidance as set out in paragraphs of Chapter 2 of "Working Together to Safeguard Children" 2018 and 'Keeping Children Safe in Education' September 2019 and will ensure that: clear arrangements are in place to encourage, facilitate and support the reporting of child welfare concerns, including instances where pupils are missing from school.

- that a Designated Person is available at all times whilst students are under direct supervision of school staff
- provision is made for appropriate training, induction, support and supervision for Designated Persons and other members of the school's community and workforce
- the school works with the AISCB and appropriate partner agencies proactively to safeguard pupils
- records relating to safeguarding are kept safely and shared appropriately
- appropriate safeguarding policies are adopted, monitored and evaluated which will include areas such as:
 - child protection
 - bullying, harassment and discrimination
 - use of force and restraint and behaviour management
 - health and safety including use of equipment and provision of first aid

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- use of the internet, mobile phones and social networking sites
 - school trips, placements, outdoor activities
 - drugs and substance misuse
 - meeting the needs of pupils with special medical conditions
 - issues which may be specific to our local area or population, for example gang activity or knife crime
 - Whistle Blowing “Speak Up” Policy
 - Preventing Radicalisation and Extremism in Schools
 - Policy for the use of Mobile Phones and Cameras (including smart devices)
-
- the school premises are safe and that the school grounds are not open to unwanted intruders but if public rights of way exist on school grounds then appropriate risk assessments are undertaken
 - appointments to staff positions and other roles within the school community are made following the safer recruitment guidance issued previously by the DCSF and all appropriate vetting checks have been completed (see safer recruitment section)
 - safer recruitment training, as designated by the National College for Teaching and Leadership/ TRA, has been completed by appropriate members of selection panels (see safer recruitment section)
 - the school’s single central record of recruitment and vetting checks covering all staff and others identified by the school as having regular contact with children is kept up-to-date in line with Ofsted requirements
 - the identity of visitors to the school is checked, a record made in the visitors book and that visitors are not left unsupervised within the school

The head teacher will ensure that:

- The policies and procedures adopted by the Governing Body are followed by all staff.
- The policy is updated annually, and be available publicly via the school or college website or by other means.
- DSLs review updates from AISC B
- Sufficient resources and time are allocated to enable the DSL, deputy DSL’s and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.
- A list of all staff and volunteers, and their safeguarding training dates is maintained.
- All staff have read and understood:

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- Keeping Children Safe in Education (2019) [Part One]; and Annex A
 - Staff Code of Conduct
 - Safeguarding and Child Protection Policy
 - School's Behaviour Policy
 - School Policy for Children Missing Education
- All staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and that such concerns are addressed in a timely manner in accordance with agreed policies.
 - He/she undergoes child protection training which is updated regularly and renews their DSL training every two years

The role of the safeguarding link Governor of Two Boats school for Safeguarding Child Protection shall include:

- Monitoring of procedures relating to liaison with the AISCB and the Police in relation to any allegations of child abuse made against the Head teacher, including attendance at relevant meetings.

They will:

- Have their roles explicitly defined in their job descriptions.
- Be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- Ensure DSL and deputies undergo updated child protection training every two years.
- Liaise in accordance with the AISCB.
- Contact AISCB where there are concerns about a member of staff being involved in allegations of abuse or harm.
- Ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the DSL and deputies and the school's procedures for safeguarding children
- Support staff who attend strategy meetings and/or case conferences
- Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate.
- Ensure involvement of other lead professionals e.g. where there are concerns about any pupil including those who are LAC.

They will also ensure that:

- Written records of concerns are kept, even if there is no immediate need for referral
- All child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the head teacher/DSL
- Pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- Phone calls in relation absences are similarly logged and dated.
- Records are monitored for patterns of absence and appropriate action is taken.
- Where there are existing concerns about a pupil, and they transfer to another school in is forwarded under confidential cover and separate from the pupil's main file to the DSL for child protection in the receiving school. Where there is a child who is under a child protection plan, the DSL of the new school/college is informed immediately.
- Their child protection file is transferred as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Designated Persons

- They have received DSL child protection training. It is the professional responsibility of the DSLs to update their own training gaps/needs throughout the year. If in doubt, 'Keeping Children Safe in Education' September 2019 should be referred to for clarification about the role of DSL's.
- The Designated Person(s) will ensure that whole school child protection training is made available to all staff, including inducting temporary staff and the content of which will meet the requirements identified in 'Training Resource for Working Together to Safeguard Children' - 'Suggested Outcomes for Targeted Groups' at: www.education.gov.uk
- The Designated Person(s) will make known to the whole school community is aware of AISCB

- For avoidance of doubt the Designated Person(s) should be the point of contact with regard to referring a child if there are concerns about possible abuse. **A formal written referral should not delay a verbal discussion so that immediate action can be taken if necessary.**
- The Designated Person(s) must make it clear to all staff that if the Designated Person or someone from the Senior Leadership Team is not available, then this should not delay in sharing any concerns about a child to the AISCB

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- The Designated Person(s) keeps all written records of concerns about a child even if there is no need to make an immediate referral for action; this will include any technology use issues that may cause indirect abuse to a child. E safety will be treated as any other form of abuse and recognition that bullying can transgress across all four defined categories of abuse.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, ensuring that an indication of further record keeping in terms of child protection is marked on the pupils records.
- Ensuring that they or a senior colleague are available to attend any Strategy / Resolution / Conference / Professionals / TAC / or Planning Meetings as deemed necessary in the remit of child protection. Also that attendance by any school staff includes key information to be tabled at the meeting, especially attendance figures which are considered a key element of all conference reports
- Ensuring information regarding any pupil currently subject to a Child Protection Plan and deemed “at risk”, who is absent without explanation for two days, is shared with Children’s Services Family Connect Safeguarding Team.
- The school keeps a single central record that as a minimum evidences the following:
 - All staff have been employed in compliance with safer recruitment requirements (Part three kCSIE 2019)
 - Date of employment
 - Identity confirmed with date
 - Qualifications checked with date
 - Prohibition from teaching check with date (for teaching staff)
 - Barred list check with date
 - Enhanced Disclosure and Barring Service (DBS) check with date
 - Eligibility to work in the UK with date
 - Checks confirmed by and date
- At least one member of an appointed panel will have attended safer recruitment training.
- A member of staff of the school or college’s leadership team is appointed to the role of DSL.
- The adequacy of resources committed to child protection, and the staff and governor training profile is regularly monitored.
- The child protection policy is available to parents and carers on request and that this policy and practice complements other policies e.g. anti-bullying (including cyber-bullying, peer on peer abuse, health and safety, drug,) to ensure safeguarding.
- All staff and volunteers who work with pupils aged up to 18 years have appropriate child protection training that equips them to recognise and respond to pupil welfare concerns.
- Staff are provided with mandatory induction, to include familiarisation with the safeguarding and child protection policy, staff behaviour policy, the DSL in the school, their responsibilities and the procedures to be followed.

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- All staff read
 - Keeping Children Safe in Education (2019) [Part One]; and Annex A
 - Staff Code of Conduct
 - Safeguarding and Child Protection Policy
 - School's Behaviour Policy
 - School Policy for Children Missing Education
- They monitor when and how often child protection and safeguarding training (including multi-agency training) has been undertaken by staff and governors at least annually to ensure their knowledge and skills are current.
- All of the above needs to be reported to Governors in the form of:
 - A report of the school's training needs assessment presented to the governors annually so that they can ensure that training is appropriately provided for all staff.
 - A training register kept to indicate when staff and governors have been trained including safer recruitment and this will in turn inform the *annual* report to proprietor.

The Staff

- All those in the school community, including supply teachers, visiting professionals working with students in the school (e.g. counsellor), those who support sex education (e.g. school nurse) and those supporting school visits, are informed of the name of the Designated Person(s) and the school procedures for protecting children. For example, how to report their concerns, suspicions and how to receive, record and report disclosures:
 - during their first induction to the school
 - through a copy of this policy
 - through the staff handbook
 - through induction/supply teachers' booklet
 - Visitor information leaflet
- All staff need to be alert to signs of abuse. They should report any concerns or suspicions if not immediately, as soon as possible within the hour to the Designated Person(s). If in doubt they should talk with the Designated Person(s), **delay is unacceptable**.

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- We recognise that children cannot be expected to raise concerns in an environment where colleagues fail to do so. All of the school community should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Unacceptable standards, conduct or behaviour should be challenged appropriately at the outset, and will not be tolerated
- We will adopt the “Whistle Blowing” Policy on raising concerns. However, where staff feel that they cannot report a concern through the above channels general guidance can be found from The NSPCC whistleblowing helpline which is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 or e mail: help@nspcc.org.uk
- Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan); being more prone to peer group isolation than other children
 - is a young carer;
 - is frequently missing/goes missing from care or home;
 - is misusing drugs or alcohol;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
 - has returned home to their family from care

To address these additional challenges, Two Boats School provides extra pastoral support for these children.

- Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services if the child’s situation does not appear to be improving or is getting worse.

Parents/Carers

- Parents/carers play an important role in protecting their children from abuse. The school is required to consider the safety of the child and should a concern arise, professional advice will be sought prior to contacting Parents/Carers. If deemed appropriate

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parents/carers will be contacted, and the school will continue to work with the parents/carers to support the needs of their child.

- The school aims to help Parents/carers understand that the school, like all others, has a responsibility for the welfare of all children and has a duty to refer cases to Family Connect in the interests of the child. The Head Teacher will include a child protection statement in the school prospectus and all Parents/carers can request a copy of this policy. The policy will be made available electronically via the schools portal.
- Parents/carers that may have concerns regarding a school staff member can in the first instance raise those with the Head Teacher, for further exploration. This may involve sharing those concerns with the relevant agencies. Where the parent may have concerns regarding the Head Teacher, the AISCB should be consulted in the first instance.
- We will keep parents and carers informed in all areas of safeguarding and child protection through the regular methods of interaction such as parent's and carers evenings, newsletters and through the school/college learning platform portal.
- This school wish to make it clear to parents and carers the standards, behaviour and respect we expect from them and conversely from us. In relation to this we understand that on some occasions tensions can run high where safeguarding concerns arise and need to be discussed, but for the safety of all we wish to remind parents that although schools are fulfilling a public function, schools are private places. This school will therefore act to ensure they remain a safe place for pupils, staff and other members of the community. The public has no automatic right of entry. The same principles of safety will apply to social media issues where we will expect parents to talk to school in the first instance, before taking to social media to express their thoughts.
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.

“Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs”. WT 2018

8. PROCEDURES: FRAMEWORK: ACTIONS, RESPONSE, RECORDING AND REPORTING RECORDS, SUPPORT FOR CHILDREN AND STAFF

When a case of concern is brought to one of the designated child protection officers, he or she will share all matters of concern with the Head teacher. A decision of action will be taken together. If more advice is needed, then they will contact the Police Inspector or Social Worker.

Where it is believed that a child is suffering from, or is at risk of significant harm, we follow the procedures set out by the Ascension Island Safeguarding Children Board.

The child protection procedures of the Ascension Island Safeguarding Children Board (AISCB) are guidance which is developed from the Child Welfare Ordinance 2011 and takes into account Working Together to Safeguard Children. A full version of the AISCB Child Protection Policy is available in the staff room. **All staff are given a copy of the abbreviated version in the booklet 'A Brief Guide to Child Protection'.**

Reporting to the Designated Person(s)

Wherever possible, there should be a conversation with the designated safeguarding lead (or deputy), who will help staff decide what to do next. Options include:

- managing any support for the child internally via the school or college's own pastoral support processes;
- a referral for statutory services, for example as the child is in need or suffering or likely to suffer harm

Any concern must be discussed with the DSL or if unavailable the DDSL, as soon as is possible and must be at least within an hour of the incident taking place.

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL immediately
- If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff can make a referral to AISCB
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern

If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no “real” evidence. The child’s behaviour may have changed, or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

- Use the welfare concern form within 1 hour to record these early concerns. In the case of a significant concern, make a verbal report immediately to the DSL.
- If the child does begin to reveal that they are being harmed, you should follow the advice in the section below

If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgment. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – I’m so sorry this has happened”, I want to help”, this isn’t your fault”, You are doing the right thing in talking to me”.

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- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this.
- At an appropriate time tell the child that to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier, saying, "I do wish you had told me about this when it started or I can't believe what I'm hearing" may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.

Recording Information

- Make some brief handwritten notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, recording facts, who you shared them with and not assumption, supposition and interpretation.
- Also record where you spoke with them and personal safety details such as "I discussed the incident with the child in the Head's office with the door open" or justify if it were closed, but naming those who you told this to be the case. If alone, reason that rationale stating "the child stated they would only confide in me if I was alone".
- If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow", "bruise noticed on fleshy part leg"
- Note the non-verbal behaviour and the key words in the language used by the child (try not to translate into 'proper terms' ensuring that you use the child's own words). Body language should be noted and support any disclosure.
- It is important to retain on file signed original handwritten notes and pass them on to the Designated Person(s) who may ask you to complete a Social Care Safeguarding Team referral form.

Support for Children & Staff

- The child would be made aware of the school Pastoral/Counsellor's work and offered access to that or any other appropriate service if needed.
- Recognition that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child may feel self-blame and we will ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Recognition that the school may provide the only stability in the lives of children who have or who are at risk from harm. The school community will therefore establish an ethos where children feel secure and are encouraged to talk and are always listened to.

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- Acceptance that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We will ensure PSHE curriculum and wider curriculum offers opportunities which equip children with the skills they need to stay safe from harm.
- Our policy on bullying and racist incidents is set out in separate documents and acknowledges that to allow or condone bullying or racism may lead to consideration under child protection procedures. These will be documented like all other incidents. Any bullying whether racist, emotional, physical, sexist, homophobic, cyber or in any other forms will not be tolerated under any circumstances.
- Children in Care (CIC) have access to a Designated Person in our school/college, Farah Quinn, where they can seek support, where in certain circumstances the needs are specific or different.
- Seek support for yourself if you are distressed.

Supporting Students at risk

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Two Boats School will endeavour to support pupils through:

- Pastoral structures within the school
- the curriculum, to encourage self-esteem and self-motivation,
- the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued,
- the implementation of school behaviour policies,
- a consistent approach, which recognises and separates the cause of behaviour from that which the child displays,
- regular liaison with other professionals and agencies which support the pupils and their families,
- a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so, and
- the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

We recognise that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work in any capacity, with children with profound and

multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, mental health issues, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

9. STAFF-DISCLOSURES AND ALLEGATIONS

- Staff (to whom a disclosure was made, who will be supporting the child and who might be attending, strategy and case conferences) would be able to liaise with the Designated Person, with the minimum number of people involved who have “a need to know basis” of detail.
- Of the staff not directly involved they will be informed on a “need to know basis”.
- Staff may also need support either as a person who has received a disclosure or if an allegation has been made against them and subsequently needs investigation to conclusion. In both cases support should be offered and Human Resources Business Partner for your school consulted appropriately.
- Personal invitation visits to the homes of children unless should be viewed on a case by case basis. To support this, guidance from the Department of Education (September 2010) states “Meetings with pupils away from the school premises should only be arranged with the specified approval of the Head Teacher and the prior permission of the pupil in question”
- We accept this guidance from the Department of Education (September 2010) stating that in the case of private meetings “Staff and volunteers should be aware that private meetings with individual pupils could give cause for concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary. Such interviews should be conducted in a room with visual access or an area which is likely to be frequented by other people. Another pupil or adult should be present or nearby. Where conditions cannot apply, staff should ensure that another adult knows that the interview is taking place.
- All staff/governor meetings will have Child Protection and Safeguarding as a standing agenda item on all meetings; this is testament to our school/college making these priority areas and at the forefront of our minds.

10. MANAGING ALLEGATIONS AGAINST ADULTS WHO WORK WITH CHILDREN AND YOUNG PEOPLE

- The school has internal procedures and processes in place for dealing with allegations and will follow AISCB Policies & Procedures and involve the Designated Person in school. The procedures make it clear that all allegations are to be reported straight away, normally to the Head teacher for referral if necessary. If the Head teacher are the subject

of the allegation, the Designated Person will liaise with the AISCB and follow the appropriate process.

11. CONFIDENTIALITY

- If abuse is suspected, information should be given directly to the Designated Person(s) for child protection
- The personal information about all families is regarded by those who work in this school as confidential. All staff need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality in all areas of the school.
- Staff should understand they need know only enough to prepare them to act with sensitivity to a child and to refer concerns appropriately. It is inappropriate to provide all staff with detailed information about the child, the incident, the family and the consequent actions.
- Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. Previously called Interagency working, reflected the revised Working together to safeguard children (2018).
- If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the welfare of that child.
- Within that context, the child should however be reassured that this will be shared on a “need to know” basis. If conversations need to take place and confidentiality is paramount to welfare, then these conversations will be held in appropriate settings and away from any general areas, where that confidentiality may be compromised. Further details on information sharing currently viewed at www.education.gov.uk

12. RECORD KEEPING

- Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies
- The present policy for record keeping is to chronologically record concerns on a confidential file, including details of dates, times, staff involved and action taken. These should be handwritten but can be typed up to sit alongside handwritten notes. Never discard handwritten notes.
- Copies of e-mail streams are also useful additions, which can clearly document sequential action. Again, these should be used alongside handwritten notes and by no means be regarded as a substitute action. It is preferable not to name children in an e-mail, but if they are then this should be password protected. If you are alerting a colleague to a concern then it is preferable to state you have made a reference under “D” in the concerns book for example. The “D” pertaining to the child’s surname or by which method the school/college currently uses
- If as a school we prefer to note down these concerns in a specific file/book, we will ensure that it is not loose-leaf or ring binder style. The book shall be bound and

alphabetically indexed to prevent any potential material being discarded, and to question removal if this has gone missing. By using an alphabetical book, the concerns can be noted to match the child's surname, with each page noted for that child alone.

- The records are reviewed annually in the Summer Term by the Designated Person(s) and checked to be chronological, tidy, legible and factual in content. This should be undertaken each year, as Professionals may sometimes immediately require records. Where reports are needed for Child Protection Conferences, these should include attendance figures where the child is of compulsory school age.
- Access to these records should be clearly stated as to whom—i.e. Designated Person(s), Head Teacher, Senior Leadership Team or as the school feels appropriate.
- All child protection records are clearly marked as such and are kept securely locked on the premises. Withdrawal from the school by staff will be noted and signed for, as will files released to Professionals, such as the Group Solicitor, Safeguarding/Child Protection or Police Teams
- Upon releasing records, the school will request ID Badges for release.
- Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. GDPR Regulations do not limit the requirement of school to share and process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

13. WHEN A CHILD TRANSFERS TO ANOTHER SCHOOL

- When a child changes school, all child protection records will be MARKED 'Confidential' and for the attention of the receiving school's d on to the Designated Person(s) of the next educational setting by the Designated Person or Head Teacher, or to Social Care within the authority if the child is transferring to another authority. These must be signed for, with a return address on the envelope. Where a pupil joins our school, we will request child protection records from the previous educational establishment.

14. RETENTION OF CHILDREN'S FILES

All schools must keep educational records on their children. These should include:

- copies of the reports which have been sent to Parents/carers on the child's achievements, as well as other records about those achievements
- exchanges of correspondence between Parents/carers and the school

- any information the school has on the child's education from the local authority
- any statement of special educational needs/ EHCP
-

There may be other records kept like details of attendance, exclusions, behaviour and family background. This is not compulsory but would be viewed as “best practice”. The educational record does not include the notes that a teacher makes for his or her own use only.

The Child Protection file is a separate file to the educational records. It must be noted that if files are asked to be secured, both files are key elements in any processes for which they are needed. It is important that on releasing files they are signed for on release and on return.

Pupil record files must be kept until the individual reaches the age of 25years. At this point the file should be shredded. Also a useful document to be familiar with is the ‘Records Management toolkit for Schools’ Version 4 May 2012 guidance from the information and Records Management Society and “Workbook Guidelines for Child Protection Records, Transfer, Retention & Archiving” **Further information is available via:** www.education.gov.uk and www.direct.gov.uk

15. MULTI - AGENCY WORKING

Attendance at Child Protection Conferences

A Child Protection Conference is central to Child Protection Procedures. It brings together the family and the professionals concerned with Child Protection, providing them with the opportunity to exchange information and plan together.

The conference signifies the inter-agency nature of assessment, treatment and management of Child Protection. It shares information and concerns, analyses risk and recommends responsibility for action. It also draws together staff from all agencies with specific responsibility in the Child Protection process (health, social services, police and the school) and other staff who can offer relevant specialist advice as well as the parent and child.

Before the conference the school sends a report to the appointed Chair compiled from our records and drawn up by the Head teacher, class teacher and designated person. This report would detail;

- all the information known about the child and the family
- all the work done by staff
- working arrangements with staff from other agencies.

We recognise that we have a vital role to play in multi- agency safeguarding arrangements. The safeguarding partners in the AICSB are the social worker, police, Chief medical officer and Crown Counsel. These partners will make arrangement to work with relevant agencies

(such as schools) to safeguard and promote the welfare of children including identifying and responding to their needs. It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented and works with these partners to this end. This includes providing a coordinated offer of early help, contributing to inter-agency plans and to provide additional support to children subject to CP plans. A report will be submitted to any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with parents/ carers. Whoever attends should be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is made subject to a Child Protection or Child in Need Plan, it is the responsibility of the Designated Safeguarding Lead to ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school are part of the core group then the Designated Safeguarding Lead should ensure that the school is represented and contributes to the plan at these meetings; that there is a record of attendance and issues discussed. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

16. HEALTH & SAFETY AND PHYSICAL INTERVENTION

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force with children with SEN or disabilities in order to safeguard their safety, the safety of others or damage to property. Any pupils who may require physical intervention have a Positive Behaviour Support Plan which highlight the specific proactive strategies to deescalate behaviour . Physical intervention is used as a last resort and the emphasis is upon the proactive emphasis to minimise the need for force.

17. TRAINING

The school will set aside a sum of money per annum to be agreed within its budget as contingency for training, updates and for attendance at inter-agency meetings for the designated leads.

All new staff receive an induction which includes an outline of child protection and the school's safeguarding procedures. In addition;

- Keeping Children Safe in Education (2019) [Part One]; and Annex A
- The staff code of conduct

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- The role and identity of the designated safeguarding lead (DSL) and any deputies
 - The school's whistle-blowing procedures
 - Their role in the early help process
 - The process for making referrals
 - What to do if a child tells them they're being abused
 - School Policy for Children Missing Education
-
- The Designated Safeguarding Lead (and Deputy) will undertake Level 3 child protection training at least every two years.
 - The Head teacher, all staff members and Governors will undergo safeguarding and child protection training, at least annually but also as part of a rolling programme of staff development and as required to provide them with relevant updates, knowledge and skills to safeguard children effectively.
 - The school will ensure that the Designated Safeguarding Lead (and Deputy) also undertakes training in multi-agency working and other matters as appropriate.
 - The Head teacher will provide support and supervision to staff involved in child protection issues.
 - All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the Staff Code of Conduct.
 - All staff will undergo safeguarding and child protection training, at least annually but also as part of a rolling programme of staff development and as required to provide them with relevant updates, knowledge and skills to safeguard children effectively. From a statutory perspective this will include:
 - Keeping Children Safe in Education (2019) [Part One]; and Annex A
 - The staff code of conduct
 - The role and identity of the designated safeguarding lead (DSL) and any deputies
 - The school's whistle-blowing procedures
 - Their role in the early help process
 - The process for making referrals
 - What to do if a child tells them they're being abuse
 - School Policy for Children Missing Education

From a policy perspective this may also include dedicated training on:

- FGM
- Domestic Violence
- E Safety
- Anti – bullying
- CSE
- Trafficking
- Alcohol and substance misuse
- Online safety

- Prevent
- Records of child protection and safeguarding training are kept for all staff, governors and volunteers.

18. SAFER RECRUITMENT

It was announced that safer recruitment training is a requirement from 1 January 2010. At least 1 person involved in interviewing an applicant for a post of Head Teacher, Deputy Head Teacher, Teacher or member of the whole school support staff must have completed the safer recruitment training developed by the previous DCSF/NCSL. This will be part of our policy on child protection. If this requirement changes then we will review our position

All staff working in the school/college community will be subject to enhanced Disclosure Barring Service (DBS) checks this process can be viewed at; www.gov.uk

- The purpose of seeking references is to obtain objective and factual information to support appointment decisions. References should always be obtained and scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed, including internal candidates
- There remain a number of individuals who are still subject to disciplinary sanctions, which were imposed by the GTCE (prior to its abolition in 2012)
- Sanctions and restrictions are imposed by EEA professional regulating authorities on or after 18 January 2016 and which have been notified to the TRA
- **A Section 128 direction prohibits or restricts a person from taking part in the management of an Independent school, Academy or Free school. This includes Governors, Directors and Trustees.**
- The AIG HR Department make UK DBS checks, as well as police vetting checks in St Helena and other jurisdictions as appropriate on all staff in school in order to ensure that we recruit and select safe staff. The Head teacher maintains a Single Central Record of recruitment and vetting checks. We follow as closely as possible the requirements set out in Part 3 of DfE guidance "Keeping Children Safe in Education" (2014) with regard to recruitment of staff and volunteers. All members of staff and volunteers must have a current DBS clearance or an equivalent vetting check before working at Two Boats School. <http://www.ascension-island.gov.ac/wp-content/uploads/2015/04/AIG-Policy-on-Criminal-Records-Checks-for-Volunteers-Working-with-Children-adopted-23-March-2015.pdf>

- “Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff

Procedures to follow if an allegation is made against a member of staff

Teachers and staff are placed in a responsible and vulnerable position and have a right to expect any allegations against them to be investigated professionally and impartially. There may be occasions where allegations are made against a member of staff.

These procedures should be applied when there is an allegation or concern that a person has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they are unsuitable to work with children.

These behaviours should be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect).

In all cases where there is reason to suspect a member of staff may have abused a child or young person, the details of the suspicions should be immediately reported to the designated person and the Head teacher who should then contact the Police Inspector and Social Worker. Following their discussion and advice from the Administrator, a joint decision is taken as to the next appropriate course of action.

Where the Head teacher or designated person is the alleged abuser, the referrer should contact the Administrator and Police Inspector directly who will take advice from the Social Worker and Consultant LADO.

The school recognises its obligation to refer to the DBS, St Helena Police or equivalent agency in their country of origin within one month of leaving anyone who has harmed, or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence relevant to child protection, and who has been removed from working (paid or unpaid) in regulated activities, or would have been removed if they had not left.

There is a legal duty to refer to DBS when an individual is suspended or moved out of regulated activity to another post, if they meet the “harm” criteria. The legal duty to refer applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended.

19. ONLINE SAFETY PHOTOGRAPHS AND MOBILE PHONES (SEE ACCEPTABLE INTERNET USE POLICY STAFF/PUPIL)

The use of mobile phones and other electronic devices such as computers, tablets, and game devices is commonplace. However, as a society, we are beginning to recognise that although these devices have brought great benefit we also need to ensure that we help children to understand there are dangers and how to keep themselves safe. The use of technology has become a significant component of many safeguarding issues with technology providing the platform to facilitate harm: Child sexual exploitation, radicalisation, sexual predation etc.

As a school, we have a whole school approach to online safety This includes a separate Online Safety Policy, Acceptable Use Policy, effective training and education for all stakeholders to ensure all staff and parents and carers are aware of the issues and a broad a balanced curriculum, technical solutions that allow students to access appropriate resources to support learning and an on-going process of review and evaluation.

The breadth of issues within online safety is considerable but can be categorised into three main areas:

- Content – being exposed to illegal, inappropriate or harmful materials for example pornography, fake news, racist or extreme and radical views
- Contact – being subjected to harmful online interaction with other user, e.g. commercial advertising as well as adult posing as children
- Conduct – personal online behaviour that increases the like hood of or causes harm e.g. making, sending and receiving explicit images, online bullying

We observe the following protocols:

- Visitors to the setting will be made aware that we do not accept the use of personal mobiles in the school building.
- Pupils are not allowed to use their mobile phones whilst inside the building, pupils using their mobile will be challenged and if necessary mobiles will be removed until the end of the school day. Pupils are not able to access the school server for personal internet use. Pupils are advised not to take photographs of other students without their prior permission. If staff are aware of this, it is challenged immediately and the photographs removed from the device.
- Staff personal mobile phones to be kept switched off during session times, unless agreed by the Head teacher.
- If staff have a personal emergency they are free to use the school phone or make a personal call from your mobile in the designated staff area. You may request access to an office space if your need privacy.
- Telephone contact with parents will be done on a school phone.
- Two Boats School uses ant virus software and our internet provider filters content. Pupils are aware of the school acceptable use policy and are asked to agree to

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these conditions of use on screen before accessing the internet on a School computer.

- Online safety is addressed in the PHSE and Computing programmes of study using the guidance <https://www.gov.uk/government/publications/teaching-online-safety-in-schools> in lessons, tutor time, assemblies and dedicated themed days such as Internet Safety Day in February. Our programme of study has been developed using <https://www.gov.uk/government/publications/education-for-a-connected-world> and includes:
 - How to keep personal details secure
 - Understanding that not all content is appropriate, truthful or legal
 - What to do if they do accidentally access inappropriate or illegal content
 - What to do if they are upset by something they receive
 - What to do if they are going to physically meet someone they have met on-line

Staff regularly monitor internet sites to ensure they are appropriate. Any inappropriate use of the Internet is challenged as per our Behaviour Policy.

Through induction, staff and volunteers are made aware of our Acceptable use Policy Staff both at home and in the workplace. If any staff or volunteers breach this policy, then we will take disciplinary action which may result in a referral to the Disclosure and Barring Service.

- All within the school community must adhere to The Corporate Information Security policies including Acceptable Use of Equipment. The school will make all aware of its existence and importance. Where appropriate, intervention will take place when anyone uses e-technology in an unacceptable fashion. Any monitoring software that is used within the school will be reviewed and checked regularly. On occasions unacceptable websites might be accessed inadvertently; if this occurs then this should be logged and reported to Senior Management and to the ICT Team.
- Company wide monitoring software is used within all schools and will be reviewed, updated and checked regularly. This addresses all online risk of harm, including risks posed by online activity of extremist and terrorist groups. On occasions unacceptable websites might be accessed inadvertently; if this occurs then this should be closed down immediately, logged and reported to Senior Leadership and to the ICT Manager.
- It is recognised at this school that all Information Technology, whether personal or work based, is a whole school issue and all staff have a duty to be vigilant. The policies already mentioned cover the extent of this activity and its suitability, staff and pupils are to be left in no doubt that contravention of them will be forwarded to the appropriate agencies to be dealt with.
- Online safety will be promoted across the curriculum and in particular in the Computing and PHSE curriculum and through sign posting in all classrooms.
This is a one-stop shop for e-safety issues, education, anti-bullying, surveys and general advice. The site is for all age groups, Parents/carers and carers which can assist with e safety education in our school

- Online safety is a major concern for all professionals' not only Social Media forums but issues around "sexting". For information and support in these areas the following websites below are available for all staff and parents to view. The sites are for all age groups, parents and carers

www.swgfl.org.uk

www.thinkuknow.co.uk

www.virtualglobaltaskforce.com

www.parentsprotect.co.uk

www.lucyfaithfull.org.uk

20. TAKING PHOTOGRAPHS IN SCHOOLS

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Two Boats School. We take a mixture of photos that reflect the school environment; sometimes this will be when children are engrossed in an activity either on their own or with their peers. To safeguard children and adults and to maintain privacy, cameras are not to be used during intimate care situations by adults or children.

- Recent good practice guidance from the Information Commissioners Office, on taking photographs in educational institutions will be followed. In the interests of safeguarding a common sense approach on a case by case basis will be taken in this area. A full copy of the guidance can be viewed at www.ico.gov.uk
- Photographs or images of any children within our care may only be taken following parental and carer consent and only using the school camera and these images should remain within school, unless specific permission is sought and agreed by a member of the senior leadership team.
- Personal mobiles, cameras or video recorders cannot be used to record classroom activities. ONLY school property can be used for this.
- Cameras/video recorders only to be used as directed by the class teacher or Head teacher.
- Photographs and recordings can only be transferred to, and stored on a school computer to be printed
- Pupils are not permitted to bring their own iPad or mobile phone into school. If an IPAD is being used by pupils with communication software to make it a communication aid, the school funds this for school use only; it does not go home.

Home or other source home devices are assessed and recommended by health. This ensures that there are no potential safeguarding risks.

- In the event of it ever being necessary for a pupil to have a device going between home and school for communication or learning, a full risk assessment would be undertaken including any risk in relation to safeguarding.
- An apple watch, or any other device which is connected to a mobile phone or works independently, which can receive calls, messages or take photos is not permitted to be worn in school. Staff are permitted to wear a watch, as long as it is just a basic watch

21. CURRICULUM AND WIDER ACTIVITY IN KEEPING CHILDREN SAFE

Examples of keeping children safe at Two Boats include:

- Safeguarding is embedded into the ethos of the school and all staff actively promote a culture of safeguarding making reference to safeguarding as an intrinsic part of the discrete and wider curriculum
- The Computing, PSHE and science programme in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example to:
 - Safely explore their own and others' attitudes.
 - Recognise and manage risks in different situations and how to behave responsibly.
 - Judge what kind of physical contact is acceptable and unacceptable.
 - Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help.
- There is a dedicated programme of study to support Relationship and Sex Education which is detailed in the school's RSE Policy and written using latest guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>. This is delivered through PHSE, Science, Citizenship and through tutor group sessions. The school may also invite external professionals to support RSE as we recognise that there may be particular sensitivities for some of our pupils.
- Online safety is addressed in the PHSE and Computing programmes of study using <https://www.gov.uk/government/publications/teaching-online-safety-in-schools> in lessons, tutor time, assemblies and dedicated themed days such as Internet Safety Day in February

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- A dedicated 'Keeping safe' area within the school with photographic displays throughout to promote proactive strategies: 'Playing Together', 'Sharing', 'Caring for Each Other' and 'Respect' and reactive strategies of where to source help
- Two Boats recognises the importance of developing pupils' awareness of force that is unacceptable towards them and others, and how they can help keep themselves and others safe, this is explored in the PHSE curriculum
- Use assertiveness techniques to resist unhelpful pressure.
- Safeguarding information regularly available to parents/carers in the school reception particularly relating to Online safety
- Staff safeguarding information board in staff areas

Further guidance:

DfE: Statutory guidance: Working together to safeguard children 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

DfE: Statutory guidance: Keeping children safe in education 2019

DfE Guidance: Sexual violence and sexual harassment between children in schools and

colleges 2018

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

DfE: Searching, screening and confiscation at school

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

UKCCIS: Sexting

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

DfE: Preventing and Tackling Bullying 2017

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

DfE: Statutory guidance School exclusion

<https://www.gov.uk/government/publications/school-exclusion>

DfE: Relationship and Sex Education Current guidance

<https://www.gov.uk/government/publications/sex-and-relationship-education>

RSE

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

DfE: Behaviour and discipline in schools

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

DfE: Children Missing Education

<https://www.gov.uk/government/publications/children-missing-education>

Teaching Online Safety in Schools

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

DfE

Preventing youth violence and gang involvement Practical advice for schools and colleges

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Criminal exploitation of children and vulnerable adults: county lines

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

COMMITMENT TO REVIEW

These Policies will be flexible to change and will be reviewed on an on-going basis to reflect where there are any changes in Government Legislation or any changes in the duty of statutory agencies in Child Protection and the wider Safeguarding agenda. If it is not appropriate to refine the policy during the year, then this will be done as a matter of course on yearly basis by a named person responsible below, who shall be accountable for that action.

Policy Reviewed By:	Farah Quinn	Signature	Date
Next Review Date:	Sept 2020	fq	April 2020
Interim Review Comments:		FQ	
<p>Policy rewritten</p> <p>Updated to reflect changes new in KCSIE 2019</p> <ul style="list-style-type: none"> • Definitions of Peer on Peer abuse • Upskirting – criminal offense • Serious violence and sign and indicators that children are at risk an grooming processes • Approach to RSE • Approach to online safety • Updated sections on how the curriculum works to keeps children safe • Multi – agency working and safeguarding partners • Removal of names of previous DDSL • Further guidance links added throughout document pertinent to: <ul style="list-style-type: none"> ○ online safety ○ RSE ○ Preventing youth violence and gang involvement Practical advice for schools and colleges <p>Criminal exploitation of children and vulnerable adults: county lines</p>			
Policy Reviewed By:			
Next Review Date:			
Interim Review Comments:			

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Policy Reviewed By:			
Next Review Date:			
Interim Review Comments:			
Policy Reviewed By:			
Next Review Date:			
Interim Review Comments:			

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Appendix: Procedures to follow if a member of staff is concerned about the welfare or safety of a child.

