



MOWDEN HALL SCHOOL
SAFEGUARDING POLICY (CHILD PROTECTION)
(INCLUDING BOARDING AND EYFS)

“Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.” Keeping Children Safe in Education (July 2015)

“Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.” Working together to Safeguard Children (March 2015)

**Aims of Mowden Hall School with regard to
Safeguarding (Child Protection)**

Children need to be safe and to feel safe in school and they have the right to be protected from harm. Children need support that matches their individual needs, including those who are at risk or may have experienced abuse.

All children at Mowden Hall:

- have the right to speak freely and voice their values and beliefs.
- must be encouraged to respect each other’s values and support each other.
- have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy, healthy, sociable child will achieve better educationally.

Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours

All school staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

All school staff should maintain an attitude of ‘it could happen here’ where safeguarding is concerned, and staff must always seek to act in the best interests of the child.

School contact details:

Role	Name	Contact
Designated Safeguarding Lead (DSL)	Neal Bailey	nealbailey@mowdenhall.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Kirsten Knight	kk@mowdenhall.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Nicola Bailey	nicolabailey@mowdenhall.co.uk
Headmaster	Neal Bailey	nealbailey@mowdenhall.co.uk
Chair of Board of Trustees	Dr Ralph Townsend	chairman@cothill-trust.net 01865 390720
Designated Safeguarding Trustee	Dr Ralph Townsend	chairman@cothill-trust.net 01865 390720
Trust Principal	Edwin Newton	principal@cothill-trust.net 01865 390720
Housemistress	Leonie Serbrock	lserbrock@mowdenhall.co.uk
Designated Safeguarding Lead for Boarding	Neal Bailey	nealbailey@mowdenhall.co.uk
Head of EYFS	Kirsten Knight	kk@mowdenhall.co.uk
Designated Safeguarding Lead for EYFS	Kirsten Knight	kk@mowdenhall.co.uk
Designated Safeguarding Trustee for EYFS	Dr Ralph Townsend	chairman@cothill-trust.net 01865 390720
First Aid Staff		

If parents, carers or guardians have any concerns of a safeguarding nature they are advised to contact the DSL (Designated Safeguarding Lead).

External contact details:

Description	Contact
Early Help Hub	EarlyHelpTeam@northumberland.gov.uk
Local Safeguarding Children's Board (LSCB) Contact:	Robin Harper-Coulson (NSCB) robin.harper-coulson@northumberland.gov.uk 01670 624037
Local Authority Designated Officer (LADO)	Adam Hall adam.hall01@northumberland.gov.uk 01670 623979
Hexham Children's Social Care Team	Dene Park House, Corbridge Road, Hexham, NE46 1HN 01434 611499
Police	101 or 999 (Emergencies)
Prevent (Radicalisation & Extremism) Non-emergency Advice	counterextremism@education.gsi.gov.uk 020 7340 7264
Local Authority Prevent Lead	Ian Bilham Ian.Bilham@northumberland.gov.uk
Prevent Training for Mowden Hall	Neal Bailey, Headmaster nealbailey@mowdenhall.co.uk
Childline	0800 1111
National Bullying helpline	0845 225 5787
NSPCC 2/7 Helpline/Textline	0808 800 5000/Text:88858
NSPCC FGM Helpline	fgmhelp@nspcc.org.uk 0800 028 3550

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1. Guidance on what to do if you are worried a child is being abused or become aware of a potential safeguarding issue.

1.1. General

- 1.1.1. Discuss your concerns with the DSL, or if not available, with the DDSL. If requested to do so, put your concerns in writing, with dates and details of these suspicions and pass to the DSL.
- 1.1.2. It is important to remember, that Keeping Children Safe in Education (KCSIE - July 2015) advises that anyone can make a referral to social care. It is normal for concerns to be raised with and managed by the DSL, however, if you remain concerned, you can refer your concerns directly to Local Schools Children's Board (LSCB), if related to a child in need, or the Local Authority Designated Officer(s) (LADO), if related to an allegation regarding an adult. (Contact details on Page 2).

1.2. On a disclosure regarding a child/pupil in need or at risk

- 1.2.1. It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, his or her abuser may have threatened them, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is his or her own fault.
- 1.2.2. If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you may pass the information on – you are not allowed to keep secrets. Confidentiality cannot be promised to a child making a disclosure. The point at which you do this is a matter for professional judgement.
- 1.2.3. **During your conversation with the child:**
 - allow a child to speak freely and lead the discussion, never stop a child who is freely recalling significant events and do not press for details by asking questions, e.g. "What did they do next?". Avoid asking leading questions.
 - remain calm and do not over react as a child may stop talking if they feel they are upsetting you.
 - listen and be supportive - give reassuring nods or words of comfort e.g. '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'.
 - accept what the child says without challenge, and reassure them that they are safe, that they doing the right thing and that you recognise how hard it is for them.
 - do not promise complete confidentiality, although you can explain that they have done the right thing and tell them that you will only be passing this information onto the appropriate person within school in order to keep him or her and other children safe.
 - do not admonish 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 a child may interpret it that they have done something wrong.
 - do not be afraid of silences, remember how hard this must be for a child.

- when asking questions always ask open questions using the TED principle of ‘Tell’ me, ‘Explain’ to me, ‘Describe’ to me.
 - make careful and detailed legible notes as they may be needed later. Record the date, event, observation, disclosure and action taken. Name anyone else present, sign it and hand it to the DSL as soon as possible.
 - don't investigate, although you may use questions such as, ‘Is there anything else you'd like to tell me?’
 - do not offer any physical touch as comfort, it may be anything but comforting to a child who has been abused.
 - do not lay blame or criticise either the child or the perpetrator.
 - tell a child what will happen next and he or she may agree to go with you to see the DSL. Otherwise, let him or her know that someone will come to see them before the end of the day.
- 1.2.4. Do not discuss the matter with anyone else.
- 1.2.5. Report the information immediately to the DSL (or DDSL if DSL is away). The DSL (or Head) will then make any appropriate contact with the Local Safeguarding Children’s Board (LSCB) immediately (or certainly within one working day) for advice, or to make a referral. Parental consent is not required before any contact with, or referral to, the LSCB.
- 1.2.6. If a child is at risk the DSL (or Head) will make a referral to the LSCB immediately.
- 1.2.7. If a crime may have been committed, the DSL (or the DDSL) must report the matter to the police immediately.
- 1.2.8. It is not the responsibility of the school to investigate suspected cases of abuse. It is, however, our responsibility to follow local safeguarding procedures and to recognise that a child telling you he or she has been abused may be the beginning of a legal process, as well as of a process of recovery for the child. Legal action against the perpetrator can be seriously damaged by any suggestion that the child’s account has in any way been influenced by the person he or she has told.
- 1.2.9. The school will not undertake their investigations of any disclosure of allegation without prior consultation with, and advice from, the LSCB (or LADO).
- 1.2.10. Please seek support if you feel distressed, and follow up with the DSL if you remain concerned.
- 1.3. On receiving an allegation against anyone working in the school (including temporary and volunteer staff.)**
- 1.3.1. Allegations against staff, volunteers must be reported straight away to the DSL, Head or, in the Head’s absence the Principal of the Trust (acting on the behalf of the Trustees) who informs the designated safeguarding governor and the Chair of the Board of Trustees. (Please see points ‘1.3.5’ and ‘1.3.6’ below).

- 1.3.2. The Head will discuss the content of the allegation with the DSL (if appropriate) and either the Head or the DSL will seek immediate advice immediately (and certainly within one working day) from, or make a referral to, the LADO. The LADO will then advise the school and preside over the investigation of any such allegation or suspicion of abuse. Parental consent is not required before any contact with, or referral to, the LADO.
 - 1.3.3. If a child is at immediate risk the DSL (or Head) will make a referral to the LSCB immediately.
 - 1.3.4. If a crime may have been committed, the DSL (or the DDSL) must report the matter to the police immediately.
 - 1.3.5. If you suspect or become aware of an allegation of child abuse made against the DSL, then the Head must immediately be informed (without informing the DSL).
 - 1.3.6. If you suspect or become aware of an allegation of child abuse made against the Head, then the Principal of the Trust (acting on behalf of the Trustees) must immediately be informed (without informing the Head). He will then inform the designated safeguarding governor and the Chair of the Board of Trustees.
 - 1.3.7. From 1 October 2012, there are restrictions on the reporting or publishing of allegations against teachers and so the School makes every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence.
 - 1.3.8. Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. The welfare of the child is however paramount. The Trust's whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.
 - 1.3.9. If the concerns prove to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.
 - 1.3.10. If there has been a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.
- 1.4. On receiving a disclosure regarding abuse by one or more pupils against another pupil**
- 1.4.1. The school's anti-bullying procedures should be followed. However, when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm this may warrant a response under Safeguarding (Child Protection), in addition to the anti-bullying procedures.
 - 1.4.2. Follow the same advice as in 1.2 above when listening to the child and inform the DSL. The Safeguarding (Child Protection) procedures set out in this document will then be followed.

2. Additional advice for staff dealing and working appropriately with pupils.

- 2.1. Staff should be fully aware of Safeguarding (Child Protection) issues. Staff should avoid putting themselves (or indeed children) in a vulnerable position. For example:
- 2.1.1. Staff should avoid a situation when they are 1:1 with a child in an enclosed environment.
 - 2.1.2. When coaching games, staff should avoid close personal contact when demonstrating technique.
 - 2.1.3. Staff should not communicate with children on social media or personal emails.
 - 2.1.4. Staff should not divulge personal details (such as personal phone numbers, email addresses) to children.
 - 2.1.5. Staff should avoid any contact with children, outside of the school, which is not school related.
 - 2.1.6. Staff should avoid creating personal friendships with children, and should aim to keep relationships with children on a professional level.
 - 2.1.7. Staff teaching individual music or other subject lessons should be particularly aware and not place themselves or children in a vulnerable position.
 - 2.1.8. Please also refer to the Staff Code of Conduct policy.

3. Actions by the DSL (or, if not available, with the DDSL, Principal of the Trust, the designated safeguarding governor, Chair of Trustees)

3.1. On receiving a disclosure regarding a child/pupil in need or at risk

- 3.1.1. On receipt of a disclosure or a serious concern about the safety or well-being of a child the DSL will consult the LSCB immediately or certainly within one working day. (There is no requirement for the parents to be informed first or permission to be sought before contacting the LSCB).
- 3.1.2. In borderline cases of lower level concern, discussions with the LSCB will be held informally, without naming the individual and in this way advice can be sought.
- 3.1.3. If a child is at immediate risk the DSL (or Head) will make a referral to the LSCB immediately.
- 3.1.4. The DSL will immediately contact the Police regarding any criminal matters, such as a child being at immediate risk or of being harmed.
- 3.1.5. With regard to a concern regarding FGM, the Police must be informed immediately (Phone 101).
- 3.1.6. With regard to a concern regarding radicalisation and/or extremism the police must be informed immediately (Phone 101).
- 3.1.7. The DSL will keep the Head informed of any Safeguarding (Child Protection) matters with regard to children in need or at risk, and with regard to any allegations or concerns regarding staff. (Unless this concern involves the Head in which case the Principal of the Trust (acting on behalf of the Trustees) must be informed immediately

who informs the designated safeguarding governor and the Chair of the Board of Trustees.

3.2. On receiving an allegation regarding anyone working in the school.

- 3.2.1. On receipt of a Safeguarding (Child Protection) related allegation against a member of staff, or any employee of the school, or any volunteer, the DSL will consult the LADO immediately or certainly within one working day. The LADO will then advise the school and preside over the investigation of any such allegation or suspicion of abuse. (There is no requirement for the parent to be informed first or permission to be sought before contacting the LADO).
- 3.2.2. Where the school has 'low level' concerns that do not amount to allegations or suspicions of specific abuse, but which may indicate the possibility of abuse occurring, the DSL, or Head, will discuss these concerns with the LADO, which may firstly be an enquiry with 'no names'.
- 3.2.3. As the DSL is the Headmaster, he will be immediately aware of any Safeguarding (Child Protection) allegations against an adult at the school (unless this allegation involves the Head in which case the Principal of the Trust (acting on behalf of the Trustees) must be informed immediately, who informs the designated safeguarding governor and the Chair of the Board of Trustees, without the Head being informed).
- 3.2.4. The DSL will immediately contact the police regarding any criminal matters, including in the case of any serious harm occurring or if there is a child at risk of immediate harm.
- 3.2.5. The school (Head or DSL) must report to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer) whose services are no longer used because s/he is considered unsuitable to work with children, within one month of leaving the school.
- 3.2.6. Arrangements will be made for alternative accommodation away from children in cases where a member of boarding staff is suspended pending an investigation of a child protection nature.
- 3.2.7. The school (Head or DSL) must consider making a referral to the National College for Teaching and Leadership where a teacher has been dismissed or resigned before he/she would have been dismissed. In circumstances where unacceptable professional conduct, conduct that may bring the profession into disrepute or if there is a conviction for a relevant offence, a referral must be made.

4. The Designated Safeguarding Lead's (DSL) other roles and responsibilities.

- 4.1. The role of the DSL is in accordance with Annex B of KCSIE (July 2015).
- 4.2. The DSL will undertake Safeguarding (Child Protection) and Interagency training in locally agreed procedures, every two years (See Section 10.1 for more details).
- 4.3. Staff Induction Safeguarding (Child Protection) Training is the responsibility of the DSL and is conducted for all staff who join the school. Names of staff who attend such induction

training must be noted by the DSL, and any non-attendance must be followed up immediately.

- 4.4. The DSL is responsible for ensuring that staff (including temporary, and volunteer staff) at the school receive regular update training (every three years), in accordance with the requirements of the LSCB. Names of staff who attend such INSET sessions must be noted by the DSL, and any non-attendance must be followed up immediately.
- 4.5. The DSL provides an annual update on Safeguarding (Child Protection) matters to the Principal of the Trust (acting on behalf of the Trustees) who ensures it is passed on to the designated safeguarding governor and the Chair of the Board of Trustees. This includes assisting the Principal and whole Board of Trustees in their annual review of Safeguarding (Child Protection).
- 4.6. The DSL will keep informed of any new regulations, and child protection procedures, and ensure that staff receive update training, when any new regulations are introduced.
- 4.7. The DSL will ensure each member of staff has access to and understands the school's Safeguarding (Child Protection) Policy and have read the KCSIE (Part 1) (July 2015). The DSL will collect and retain all the staff declarations on this task (appendix G), ensuring that any 'non-returns' are followed up immediately.
- 4.8. The DSL will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced in files.
- 4.9. Safeguarding (Child Protection) information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom, and when.
- 4.10. Safeguarding (Child Protection) records will be stored securely in a central place, separate to academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.
- 4.11. Access to these records by staff other than by the DSL will be restricted, and a written record will be kept of who has had access to them and when.
- 4.12. Communication with parents will be in line with guidance given by LADO or Social Services (LSCB) and appropriate to each individual case.
- 4.13. The DSL will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.
- 4.14. If a pupil moves from this school, Safeguarding (Child Protection) records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- 4.15. The DSL must ensure that this school Safeguarding (Child Protection) policy is made available to parents and prospective parents on the school website.

5. Role and responsibilities of the Principal, Chair (and whole) Board of Trustees.

- 5.1. Ensure the Principal's and Chair of Trustee's contact address is available to all staff, parents, carers and guardians.
- 5.2. Know and understand the Safeguarding (Child Protection) procedures to be undertaken, if there is an allegation or disclosure raised, such as an allegation against the Head.
- 5.3. Ensure there is/are member(s) of the board of Trustees with designated Safeguarding (Child Protection) role(s).
- 5.4. To contact the LADO immediately, or within one working day, if there is a Safeguarding (Child Protection) allegation against the Head.
- 5.5. Undertake an annual review by the whole Board of Trustees (who have collective responsibility) of the Trust's overarching, and each individual Trust school's, Safeguarding (Child Protection) policy, to ensure the safety and well-being of the pupils and regulatory compliance.
- 5.6. Undertake an annual review, by the whole Board of Trustees (who have collective responsibility), of each Trust schools' implementation of their Safeguarding (Child Protection) policy, to ensure the safety and well-being of the pupils and regulatory compliance.

6. Role and responsibilities of the Designated Safeguarding Trustee(s)

- 6.1. To delegate the responsibility to the Principal to visit the Trust school (or schools) to check compliant implementation of their individual Safeguarding (Child Protection) policies.
- 6.2. The Designated Safeguarding Trustee(s) provide(s) annual update(s) to the Board of Trustees on Safeguarding (Child Protection) matters including assisting the whole Board of Trustees in their annual review of Safeguarding (Child Protection).

7. Types of abuse and pupils in need or at risk (see appendix D for details)

- Physical abuse.
- Emotional abuse.
- Sexual abuse.
- Physical neglect.
- Peer on Peer abuse.
- Child sexual exploitation (CSE).
- Preventing radicalization and extremism and its reporting.
- Female genital mutilation (FGM) and its reporting.
- Self-harm.

8. Overview of how the school promotes a safe environment.

8.1. General

- 8.1.1. The School's role in safeguarding the welfare of children begins in creating an environment where children are safe from harm, in establishing a culture where they can raise any anxieties with confidence and incorporating child protection issues in the classroom.
- 8.1.2. All Staff should maintain an attitude of 'it could happen here' where safeguarding is concerned and Staff must always seek to act in the best interests of the child. Staff endeavour to ensure a culture of vigilance.
- 8.1.3. Corporal punishment of any kind is prohibited in the school.
- 8.1.4. Arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school.
- 8.1.5. Mowden Hall recognises its responsibility to ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority. This would include ensuring that a designated member of staff has responsibility for their welfare and progress and has up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers.

8.2. Educating the pupils in Safeguarding (Child Protection)

- 8.2.1. In the school curriculum, Personal, Social, Health and Economic Education (PSHEE) lessons, teaching in various subjects, tutor/form periods, visiting speakers and assemblies, help to inform pupils about issues such as:
 - sexual activity.
 - grooming techniques.
 - online e-safety.
 - drug use.
 - building resilience to the risks of radicalization and extremism.
 - keeping themselves safe.
 - Peer-on-peer abuse.
- 8.2.2. There are also many opportunities for pupils to discuss issues and to form and develop their own opinions, in an informal way.
- 8.2.3. Mowden Hall recognises that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue. This is abuse by one or more pupils against another pupil. It can include sexting, abusive comments, sexual assault and gender based issues. This type of abuse will be taken seriously and not passed off as mere 'banter'. The threshold for dealing with an issue of pupil behaviour or bullying is the same as any other case,

and will be referred to local agencies when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In the event of disclosures about pupil-on-pupil abuse all children involved, whether perpetrator or victim, will be treated as being 'at risk'.

- 8.2.4. When dealing with abuse by young people on peers, Mowden Hall will follow the key safeguarding documents, KCSIE, even when the alleged perpetrator is a child.
- 8.2.5. Mowden Hall will seek advice, as appropriate, from statutory agencies, and will, if necessary, make a referral if an incident meets the referral threshold set by the LSCB.
- 8.2.6. If a child is in immediate danger or is at risk of harm, an immediate referral will be made to children's social care and/ or the police (following the advice for practitioners in: *What to do if you're worried a child is being abused*).
- 8.2.7. Mowden Hall will ensure information is shared effectively with any agencies or other professionals involved.
- 8.2.8. Where allegations of abuse or assault have been made against a Mowden Hall pupil, a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) will be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator pupils receive appropriate support.

The following decisions may need to be made:

- whether accused pupil is removed from school for a period, or certain classes
- whether sleeping arrangements should be changed for boarders
- whether contact with certain individuals should be prevented or supervised
- availability of counselling
- adequacy of arrangements for listening to children

Mowden Hall will ensure records are kept of related conversations, meetings and communications.

8.3. Listening to the pupils and making them aware

- 8.3.1. We are a 'SHARING school' where all pupils are encouraged (in Assembly, lessons and when matters arise) to share any concerns they may have. Children's viewpoints are listened to and valued.
- 8.3.2. Form Tutors and subject teachers get to know their children well through daily class teaching as well as during form time. All children are encouraged to discuss any concerns they may have with their Form Teacher or other preferred adult including the Head.
- 8.3.3. Staff training in Safeguarding (Child Protection) includes guidance and advice on listening to children and what to do if a child wishes to disclose to a member of staff.
- 8.3.4. There are many opportunities for pupils to work in small group scenarios such as in extra-curricular clubs or when interacting within the classroom or common room. All these opportunities allow pupils to raise concerns or share views and opinions in a less formal setting.

- 8.3.5. In addition to the Form Tutor and other subject teachers, pupils may speak to one of the First Aid members of staff about a concern.
- 8.3.6. There is a 'Friend of Mowden Hall', also trained in Safeguarding (Child Protection), who is able to see pupils and parents by appointment.
- 8.3.7. The School Chaplain visits our school to meet with pupils (of all faiths and none) and acts as a source of counsel and support should the need arise.
- 8.3.8. Other discussions across the curriculum provide pupils with the opportunity to share views or express concerns, either via the forum of the class itself or at the end of the lesson by speaking individually to the teachers.
- 8.3.9. When sensitive issues are discussed, pupils have the opportunity to voice their thoughts and concerns to their teacher/form tutor or other member of staff. Pupils can also put such concerns in writing, to seek more discrete answers.
- 8.3.10. Pupils are reminded at the start of each year, and through messages during Assembly, that if they are worried they can seek support from any member of staff, including their Form Tutor.
- 8.3.11. There is a Safeguarding (Child Protection) notice board where this information is easy to see and readily available and this also indicates contact details for 'Childline'
- 8.3.12. The School Council has representatives from every year group in the Prep School. This Council meets at least once every half term to raise the views and suggestions from the children.
- 8.3.13. Pupil surveys are carried out asking for the views of the pupils. Data is gathered, analysed and then actioned depending on the nature of the questionnaire. Pupils also have the opportunity to discuss any issues of concern during their PSHEE and form time.
- 8.3.14. Parental contact is encouraged and extensive. This provides an opportunity for parents to raise concerns raised by their children.

8.4. Safer recruitment of staff

- 8.4.1. All staff who work in the school, including teaching and non-teaching, governors, temporary staff and volunteers, will be checked through the Disclosure and Barring Service (DBS) for an Enhanced Disclosure and a Barred List check, and have all other required regulatory checks completed, including appropriate identity checks, before they start work at the school (according to the school safer recruitment policy). (Volunteers who are not engaged in regulated activity may be exempt certain checks).
- 8.4.2. All staff are required to complete the form 'Disqualification by Association'.
- 8.4.3. A staff member can only start work at the school when all of these regulatory checks have been appropriately completed. However, in specific (and rare) circumstances, a staff member may start work at the school pending the return of their enhanced disclosure, provided the 'Barred list' check has been completed and that the staff member has understood and signed a controlled access agreement - this exemption does not apply to Boarding and Early years).

- 8.4.4. All staff will undertake a probationary period, during which time they will receive instruction in the implementation of this Safeguarding (Child Protection) policy.
- 8.4.5. The DSL and other members of the SMT have undertaken Safer Recruitment Training.

8.5. Welfare, health and safety

- 8.5.1. The School is committed to ensuring the welfare, health and safety of its staff and pupils. The School will, so far as is reasonably practicable, establish procedures and systems necessary to implement this commitment and to comply with its statutory obligations on health and safety.
- 8.5.2. While the School will take all reasonable steps to ensure the health and safety of its employees, health and safety at work is a responsibility of all staff themselves. It is the duty of each staff member to take reasonable care of their own and other people's welfare, health and safety and to report any situation which may pose a serious or imminent threat to the well-being of themselves, other staff or the pupils.
- 8.5.3. The School also recognises its duty to protect the health and safety of all visitors to the School, including parents, contractors and temporary workers, as well as any members of the general public.
- 8.5.4. Assurances are obtained by the School that all appropriate child protection procedures apply to Staff employed by other organisations who work with our pupils on other sites. (eg residential trips).
- 8.5.5. All necessary risk assessments must be undertaken to help ensure that the school environment is a safe environment for both staff and pupils.
- 8.5.6. Continuing progress has been made to secure, in so far as practicable for our location, the grounds surrounding the main buildings, including enhanced awareness and security of all doors on site. New signing in procedures have also been introduced.
- 8.5.7. Please see the School's 'Health and Safety policy' for further details.

8.6. Safe internet use and IT 'filtering' protection systems

- 8.6.1. There is a school policy for controlled access and appropriate use of the internet. (See the school's E-Safety Policy and [Safer internet strategies](#) for further details). Staff are given regular update training by the DSL on Safer Social Networking .
- 8.6.2. The school has internet filtering and protection systems in place, to help prevent inappropriate access and to monitor and take action regarding inappropriate use.

8.7. Whistleblowing

- 8.7.1. Whistle-blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear or repercussion.
- 8.7.2. Staff have individual responsibilities to bring matters of concern to the attention of the Senior Management (including the DSL) and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

- 8.7.3. If the matter concerns a member of the Senior Management, it should be brought to the attention of the Principal of the Trust (acting on behalf of the Trustees) who will inform the designated safeguarding governor and the Chair of the Board of Trustees. If the concern relates to the Chair of the Board of Trustees, it should be brought to the attention of the Principle of the Cothill Trust who will refer it to the Local Authority.
- 8.7.4. Please refer also to the Trust's 'Whistleblowing policy'.

8.8. Visiting speakers

- 8.8.1. Information on the speaker or institution must be provided and known in advance.
- 8.8.2. This must align with the ethos of the school and to British values, taking the radicalization and extremism 'Prevent Duty' into account.
- 8.8.3. Whenever possible, a notice period of one month should be given prior to the speaker's visit to school, with the presentation content of the talk being provided in advance.
- 8.8.4. Staff will be present at any presentation to ensure that a talk/workshop is aligned with the religious ethos of the school, to British values and takes the 'Prevent Duty' into account.

8.9. Missing pupils

- 8.9.1. A pupil going missing from education is a potential indicator of abuse or neglect. If you are concerned that a pupil has been out of school with no reason or communication from home, you must inform the DSL who will inform the local authority.
- 8.9.2. Any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, is deemed to be at risk.
- 8.9.3. Please refer also to the School's 'Lost or uncollected Children's policy'

9. Safeguarding (Child Protection) training:

9.1. Training for the DSL and DDSL (See Appendix C for a list of DSL training)

- 9.1.1. The DSL and DDSL undertake external Safeguarding (Child Protection) and Interagency training every two years in order to:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments. (Including 'Common Assessment Frameworks (CAF)' and 'Team Around the Child (TAC)').
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
 - Ensure each member of staff has access to and understands the school's Safeguarding (Child protection) policy and procedures, especially new and part time staff.

- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to pupils and taking account of their wishes and feelings, among all staff, and promote measures the school may put in place to protect the pupils.
- All teaching, boarding and administration staff are required to undertake the online 'Prevent Duty' training.
- The DSL will also undertake online 'Prevent Duty' training in order to inform other support staff regarding 'Prevent Duty' during INSET sessions.

9.2. Training for all staff

- 9.2.1. This training is undertaken by the DSL.
- 9.2.2. All staff (including full time, part time, temporary and peripatetic teachers, maintenance, support, administration, catering and cleaning staff) will have Safeguarding (Child Protection) training in line with locally agreed interagency procedures including their 'Prevent Duty', which is regularly updated (usually every three years). Any volunteers working in the School will be made aware of Safeguarding (Child Protection) policy and arrangements by the DSL. The Designated Safeguarding (Child Protection) Trustee with responsibility in this area also attends this training.
- 9.2.3. A record is kept of staff attending this training. This training is repeated for any staff who cannot attend. (See Appendix C for list of staff training sessions).
- 9.2.4. All staff are asked to read [KCSIE Part 1 \(July 2015\)](#) and sign a declaration to say that they have done so (See appendix G).
- 9.2.5. We consult with the LCSB to determine the most appropriate level and focus for Prevent Training.

9.3. Induction training for new staff

- 9.3.1. This training is given by the DSL.
- 9.3.2. All new staff (in the categories mentioned in 9.2.2 above) will have induction Safeguarding (Child Protection) training in line with locally agreed interagency procedures. This training will include the school's Safeguarding (Child Protection) policy, the staff code of conduct and behavior policy, the school's whistleblowing policy, the identity and role of the DSL (and DDSL), and in their 'Prevent Duty' with regard to the risks of radicalisation and how to identify children at risk of radicalisation and/or extremism.
- 9.3.3. A record is kept of staff attending this training. This training is repeated for any staff who cannot attend, or who join at other times during the year.

- 9.3.4. All new staff are asked to read KCSIE Part 1 (July 2015) and sign a declaration to say that they have done so (See appendix G).

9.4. Other related training

- 9.4.1. The Head (and others in the Senior Management) will undertake training in Safeguarding (Child Protection), Safer Recruitment and Interagency work.
- 9.4.2. The Board of Trustees have an annual update in Safeguarding (Child Protection) from the DSL and other training from external agencies when required.

9.5. Induction training for older pupils with responsibilities

- 9.5.1. Older pupils, when they have defined areas of responsibility, are given simple basic training in Safeguarding (Child Protection) for instance, to report concerns, to listen and to recognise aspects of pupil behaviour which might cause such concern).

10. EYFS (Specific) – (Non-registered setting)

10.1. General points *(See appendix E for more details)*

- 10.1.1. This whole school Safeguarding (Child Protection) policy applies to the School's provision for the Early Years Foundation Setting ('EYFS').
- 10.1.2. The identity of and contact details for the Designated Safeguarding Lead/s with responsibility for Safeguarding (Child Protection) within this setting are available on page 2 of this policy.
- 10.1.3. The identity of and contact details for the Designated Safeguarding Trustee (governor) with responsibility for Safeguarding (Child Protection) within this setting are available on page 2 of this policy.
- 10.1.4. Ofsted will be informed of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and the action taken in respect of these allegations. This will happen as soon as is reasonably practicable, but at the latest within 14 days.

11. Boarding (Specific)

11.1. General points *(See appendix F for more details)*

- 11.1.1. This whole school Safeguarding (Child Protection) policy applies to the school's provision for boarding.
- 11.1.2. This Safeguarding (Child Protection) policy also provides evidence of compliance with the National Minimum Standards for Boarding Schools (2015) including:
- i. Standard 2: Boarders' Induction and Support.

- II. Standard 11: Child Protection.
- III. Standard 14: Staff Recruitment and Checks on Other Adults

12. Implementation

12.1 All children are made aware of the arrangements within the school to ensure they are listened to.

- Independent Listener
- School Chaplain
- Report a Problem Box
- Helplines listed in phone boxes, boarding house, Child Protection notice board, School Calendar
- Well-being questionnaires

12.2 The School takes their duty to prevent radicalisation or extremism seriously.

- E-Safety Policy
- Anti-Bullying Policy
- Appropriate filters of school systems
- School's Mobile Phone and Camera Use Policy

Appendix A:

Cross-referenced linked policies/documentation (all apply both to EYFS and Boarding):

Policies/documentation available on the school's website:	
1.	Anti-Bullying Policy (including Cyber Bullying)
2.	Behaviour Policy
3.	Complaints Policy
4.	Curriculum Policy
5.	E-Safety (including Photographs) Policy
6.	EAL policy
7.	Fire Safety Policy
8.	First Aid Policy (including Medical)
9.	Health and Safety Policy (General Intent)
10.	Health and Safety Policy (Full)
11.	PSHEE Policy
12.	Risk Assessment Policy
13.	Safer Recruitment Policy
14.	School Ethos/Aims
15.	SEND Policy
Policies/documentation available on request from the school:	
1.	Accessibility/ Equal Opportunities Plan
2.	Code of Conduct (Staff and Children)
3.	Educational Visits Policy
4.	Induction Process for New Staff, Trustees and Volunteers in Child Protection
5.	Lost or Uncollected Children Policy
6.	Prevent Policy
7.	Whistleblowing – Safeguarding and CET Policy

Appendix B:

Additional and useful web links:

[Working Together to Safeguard Children \(2015\)](#)

(Local authorities have overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area. They have a number of statutory functions and this guidance sets these out in detail)

[Keeping Children Safe in Education \(July 2015\)](#)

(Key statutory guidance for all schools, colleges and academies in England. It sets out what schools and colleges must do to safeguard and promote the welfare of children and young people under the age of 18.)

[NSPCC links \(General\)](#)

[Department for Education \(2015\) Boarding Schools: National Minimum Standards Regulations.](#)

[Statutory Framework for the early years' foundation stage \(EYFS\)](#)

[The Education \(Independent School Standards\) \(England\) Regulations 2014](#)

[Multi-Agency Practice Guidelines: Female Genital Mutilation](#)

[Prevent Duty](#)

[Minibus guidance](#)

[National College for Teaching and Leadership \(NCTL\) - Guidance on teacher misconduct referrals](#)

[Adventure Activities Licensing Authority](#)

[Safer internet strategies](#)

Appendix C:

Staff INSET training:

Safeguarding training in last three years (including e-safety and prevent)

Brief details	Staff attending	Date
Channel – Prevent Training Online	All employees	01.12.15
Northumberland Children’s Service - Child Protection Training	All employees	02.09.14
Safeguarding Refresher Training by DSL	All employees	20.04.16

Health and safety training in last three years. (eg evacuation, fire etc)

Brief details	Staff attending	Date
Fire Safety Training– Chris Gilham – CET Fire Officer	All employees	20.04.16
Fire Safety Training – Chris Gillham – CET Fire Officer	All employees	03.09.14
Competent Person Fire Training - Northumberland Fire & Rescue	Neal Bailey Nicola Bailey Simon Miller	07.10.14
Fire Extinguisher Training - Northumberland Fire & Rescue	Various Staff	09.09.15

Designated Safeguarding Lead (DSL) training, (and DDSL, head and trustee) in last two years

Brief details	Staff attending	Date
Safer Recruitment	Neal Bailey	09.15
Designated Safeguarding Lead	Neal & Nicola Bailey	28.11.14
Inter-Agency Child Protection Training	Neal & Nicola Bailey	16.01.15
Specialist Safeguarding Course - Grooming	Neal & Nicola Bailey	07.10.15
Designated Safeguarding Lead (for DDSL)	Kirsten Knight	06.11.15
Inter-Agency Child Protection Training (for DDSL)	Kirsten Knight	02.02.16

Other recent training

Brief details	Staff attending	Date
Northumberland Children’s Services - Attachment Training	Teaching Staff Matrons	19.04.16
Level 2 Emergency First Aid at Work	Various Staff	10.09.04
2 Day Emergency Paediatric First Aid	Various Staff	20.04.15
1 Day Emergency First Aid at Work	Various Staff	20.04.15
Level 3 Food Hygiene & Handling	Pauline Hutchinson	30.06.15
Level 2 Food Hygiene & Handling	All Kitchen Staff	
Lifeguarding Training	Various Staff	Continual

Appendix D:

Definitions of abuse and signs of a child in need or at risk and in danger

1.1. Physical abuse and indicator signs

- 1.1.1. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- 1.1.2. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 1.1.3. Indicators may include:
- injuries that are not consistent with the explanation offered.
 - injuries not consistent with the child's age and development.
 - repeated injuries over a period of time.
 - runaway attempts and fear of going home.
 - stilted conversation, vacant stares or no attempt to seek comfort when hurt.
 - describes self as bad and deserving to be punished.
 - the child cannot recall how injuries occurred or offers an inconsistent explanation.
 - wariness of adults.
 - frequent absence from school.
 - flinching if touched unexpectedly.
 - extremely aggressive or withdrawn.
 - displays of indiscriminate affection-seeking behaviour.
 - abusive behaviour and language in play.
 - over compliance and/or eagerness to please.
 - poor sleeping patterns, fear of the dark, frequent nightmares.
 - sadness, frequent crying.
 - depression.
 - poor memory and concentration.

1.2. Emotional abuse and indicator signs

- 1.2.1. Emotional abuse is the persistent emotional, maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.
- 1.2.2. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they

say or how they communicate. It may feature age, or developmentally inappropriate, expectations being imposed on children.

- 1.2.3. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- 1.2.4. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 1.2.5. Indicators may include:
- Bedwetting and/or diarrhoea.
 - Frequent psychosomatic complaints, headaches, nausea, abdominal pains.
 - Mental or emotional development lags.
 - Behaviours inappropriate for age.
 - Fear of failure, over high standards, reluctance to play.
 - Fears consequences of actions, often leading to lying.
 - Extreme withdrawal or aggressiveness, mood swings.
 - Overly compliant, too well-mannered.
 - Excessive neatness and cleanliness.
 - Extreme attention-seeking behaviours.
 - Poor peer relationships.
 - Severe depression, may be suicidal.
 - Runaway attempts.
 - Violence features as a subject for art or writing.
 - Complains of social isolation.

1.3. Sexual abuse and indicator signs

- 1.3.1. Sexual abuse involves forcing or enticing a child or younger person to take part in sexual activities, not necessarily involving high level of violence, whether or not the child is aware of what is happening.
- 1.3.2. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- 1.3.3. All staff, and particularly those involved in the pastoral care of our boarders, are highly conscious of pupil relationships, and in particular the increased potential for peer abuse in the boarding community.

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

1.3.5. Indicators may include:

- contact with other children is forbidden.
- fatigue due to sleep disturbances.
- sudden weight change.
- cuts or sores made by the child on the body (self-mutilation).
- recurring physical ailments.
- difficulty in walking or sitting.
- unusual or excessive itching in the genital or anal area due to infection(s).
- torn, stained or bloody underwear.
- injuries to the mouth, genital or anal areas (eg bruising, swelling, sores, infection).
- sudden lack of interest in friends or activities.
- hostility toward authority figures.
- the need for constant companionship.
- regressive communication patterns (eg speaking childishly).
- academic difficulties or performance suddenly deteriorates.
- truancy and/or running away from home.
- wearing layers of clothing to hide bruises.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual abuse. These indicators are also relevant in terms of Child Sexual Exploitation (see section E for more detail on CSE).

Signs include:

- inappropriate sexual or sexualised behaviour.
- receiving unexplained gifts or gifts from unknown sources.
- having multiple mobile phones and worrying about losing contact via mobile.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs).
- changes in the way the child dresses.
- getting in/out of different cars driven by unknown adults.
- contact with known perpetrators.

- involvement in abusive relationships, intimidated by and fearful of certain people or situations.
- associating with groups of older people, or anti-social groups, or with other vulnerable peers.
- truancy, exclusion, disengagement with school, opting out of education altogether.
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual).
- mood swings, volatile behaviour, emotional distress.
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- injuries from physical assault, physical restraint, sexual assault.

1.4. Physical neglect and indicator signs

1.4.1. 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.

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

1.4.3. Indicators may include:

- unattended medical and dental needs.
- consistent lack of supervision.
- consistent hunger.
- nutritional deficiencies.
- inappropriate dress for weather conditions.
- poor hygiene.
- persistent (untreated) conditions (eg head lice or other skin disorders).
- development delays (eg language, weight).
- irregular or non-attendance at school or lateness.
- demands for constant attention and affection.
- lack of parental participation and interest.
- regular displays of fatigue or listlessness, falling asleep in class.
- lack of trust in others, unpredictable.

1.5. Peer on Peer Abuse

This is abuse by one or more pupils against another pupil. It can be captured in a range of different definitions:

Domestic Abuse: relates to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships;

Child Sexual Exploitation: captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person;

Harmful Sexual Behaviour: refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours);

Serious Youth Crime / Violence: reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18.

Key Areas Where Peer on Peer Abuse Occurs

Bullying (including Cyberbullying)

Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;

Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or nonphysical, where sexuality is used as a weapon by boys or girls;

Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation);

Disablist Bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victims disability.

1.6. Child sexual exploitation (CSE)

1.6.1. The sexual exploitation of children is child sexual abuse.

1.6.2. Sexual exploitation incorporates sexual, physical and emotional abuse, as well as, in some cases, neglect. Children who are being sexually exploited do not make informed choices to enter or remain in sexual exploitation. Rather, they do so from coercion, enticement, manipulation or desperation.

1.6.3. Exploitation is an imbalance of power in the relationship. Exploitative situations occur when young people receive something – eg gifts or affection – as a result of engaging in sexual activities. (Cyberbullying and grooming can also be CSE).

1.6.4. A child is more vulnerable to sexual exploitation if they have experienced any of the following:

- child sexual abuse.

- domestic abuse within the family.
- family breakdown.
- physical abuse and emotional deprivation.
- bullying in or out of school.
- family involvement in sexual exploitation.
- parents with a high level of vulnerabilities (drug / alcohol, mental health issues etc).
- drug / alcohol, mental health or other difficulties themselves.
- being looked after in residential care.
- going missing frequently.

1.7. 'Prevent duty' with regard to radicalization and extremism, and its reporting

- 1.7.1. The school must, in the exercise of its functions, have due regard to the need to prevent members of staff and pupils from being drawn into terrorism.
- 1.7.2. Extremism is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- 1.7.3. Schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them understand how they can influence and participate in decision making.
- 1.7.4. Indicators may include:
- disclosures by pupils of their exposure to the extremist actions.
 - graffiti symbols, writing or art work promoting extremist messages or images.
 - pupils accessing extremist material online, including through social media.
 - parental reports of changes in behaviour.
 - pupils voicing opinions drawn from extremist ideologies and narratives.
 - use of extremist or 'hate' terms to exclude others or incite violence.
 - intolerance of difference, whether secular or religious or, in line with the school/s equal opportunities policy.
 - attempts to impose extremist views or practices on others.
 - anti-Western or anti-British views.

1.8. Female genital mutilation (FGM) and its reporting

- 1.8.1. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons and is internationally recognised as a violation of human rights of girls and women.

- 1.8.2. Staff need to be aware of FGM practices and the needs to look for signs, symptoms and other indicators of FGM either with regard to the pupils (if applicable) or with regard to the staff employed at the school.
- 1.8.3. If a member of staff is informed by a girl under the age of 18 that she has undergone an act of FGM or they observe physical signs that an act of FGM may have been carried out on a girl under the age of 18, there is a mandatory duty to report any such cases, without delay, to the police (phone: 101).
- 1.8.4. Indicators may include a girl or woman:
- having difficulty walking, sitting or standing.
 - spending longer than normal in the bathroom or toilet.
 - having unusual behaviour after an absence from school or college.
 - being particularly reluctant to undergo normal medical examinations.
 - asking for help, but may not be explicit about the problem due to embarrassment or fear.
- 1.8.5. If a member of staff is worried or concerned about FGM please ring for help on: 0800 028 3550 or email at: fgmhelp@nspcc.org.uk.

Appendix D Continued

1.9. Self-harm

- 1.9.1. Self-harm is any behaviour where the intent is to deliberately cause self-harm.
- 1.9.2. Self-harm can be a transient behaviour in young people that is triggered by particular stresses and resolves fairly quickly, or it may be part of a longer term pattern of behaviour.
- 1.9.3. Indicators may include a child:
- showing changes in eating/sleeping habits.
 - showing increased isolation from friends/family or giving away possessions
 - showing changes in activity and mood (e.g. more aggressive).
 - showing a lowering of academic grades.
 - talking about self-harming or suicide.
 - becoming socially withdrawn.
 - expressing feelings of failure, uselessness or loss of hope.

Appendix E: EYFS

A. Designated practitioner to take lead responsibility for safeguarding

- I. The School has a DSL who has received appropriate training and support for this role. His or her training in child protection and inter-agency working is carried out every two years (as a minimum) for the designated person and deputies.
- II. The School has a nominated Trustee (governor) responsible for child protection. This Governor works closely with the DSL with regard to policy and procedure. The Board of Trustees undertakes an annual review of the Safeguarding (Child Protection) policy and procedures (as it does for the whole school).

B. Mobile Phones, Technological Devices & Camera Policy for EYFS

Mowden Hall School recognises that staff may wish to have their personal mobile phones at work in case of emergency. It is acknowledged that staff may also have other technological devices in their possession or within their personal belongings.

However, safeguarding of children within the school is paramount and it is recognised that personal mobile phones and technological devices have the potential to be used inappropriately and therefore the following policy is implemented. It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used.

Mobile Phones

- Mowden Hall School allows staff to bring in personal mobile telephones for their own use.
- Users bringing personal mobile telephones into Mowden Hall School must ensure there is no inappropriate or illegal content on the device.
- All staff must ensure that their mobile telephones are left inside their bag throughout contact time with children. Staff bags should be placed in the lockers in the staff cloakroom.
- Mobile phone calls may only be taken during staff breaks or in staff members' own time. If staff have a personal emergency they are free to use the setting's phone or make a personal call from their mobile in an appropriate area. Personal mobile phones and technological devices should only be used outside of working hours and never whilst children are present.
- If a member of staff is waiting for an emergency personal call then their phone may be left with the Head of EYFS who with permission will answer and then notify the member of staff.
- If a staff member, student or volunteer must use their mobile phone (see above) this should be away from the children and ensuring that staff supervision levels are not compromised.
- Staff, students or volunteers who ignore this policy and use a mobile phone on the setting premises without permission may face disciplinary action.
- The school's main telephone number can be used for emergencies by staff or volunteers or by people who need to contact them.
- In circumstances such as outings and off site visits, staff will agree with the head of EYFS the appropriate use of personal mobile phones in the event of an emergency.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Head of EYFS.
- Where there is a suspicion that the material on a mobile phone or technological device may be unsuitable and may constitute evidence relating to a criminal offence. Concerns will be taken seriously, logged and investigated appropriately in line with our safe guarding policy.
- Staff, students or volunteers remain responsible for their own property and will bear the responsibility of any losses.
- Staff will need to ensure that the Office has up to date contact information and that staff make their families, children's schools etc., aware of emergency work telephone numbers. This is the responsibility of the individual staff member.

Use of personal mobile phones, cameras and technological devices by non staff

- Mobile phones are to be left in the lockers in the cloakroom. If it is necessary for non-staff to have their mobile phones to implement their role effectively then they are to be supervised at all times.

- Mobile phones and technological devices must only be used away from the children and where possible, off site.
- Photos of children must not be taken without prior discussion with the Head of EYFS and in accordance with the Data Protection Act and the use of images consent form.
- In circumstances where there is a suspicion that the material on a mobile phone or technological device may be unsuitable and provide evidence relating to a criminal offence, the 'Allegations of Abuse' process will be followed (please refer to the 'Child Protection Policy').
- Visitors remain responsible for their own property and will bear the responsibility of any losses.

Use of the School's mobile phone, camera and technological devices

- Mowden Hall School provides mobile phones and cameras for staff to use to support their work with children. To ensure the appropriate use of this equipment, and to safeguard children, the following policy applies.
- Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements and are an effective form of recording their progression in the Early Years Foundation Stage. They may also be used on our website and/or by the local press with permission from the parents.
- However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.
- Only the designated Mowden Hall School cameras are to be used to take any photos within the setting or on outings.
- Images taken on this camera must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- All staff are responsible for the location of the cameras, they should be placed within a filing cabinet at the end of the day.
- Images taken and stored on the camera must be downloaded on site as soon as possible, then deleted.
- Under no circumstances must cameras of any kind be taken into the toilet area without prior consultation with the Head of the EYFS.
- If photographs need to be taken in the toilet area i.e. photographs of the children washing their hands, then the Head of EYFS must be asked first and staff to be supervised whilst carrying out this kind of activity. At all times the camera must be placed in a prominent place where it can be seen.
- Only the camera and technological devices belonging to the school may be used to take appropriate and relevant images of children, i.e. observations, photographs of setting events.
- The school's mobile phone must only be used for work related matters.
- The school's mobile phone and technological devices remain the property of the school at all times and should not be taken off of the premises (with the exception of visits and outings).

Productions/Outings

- Photographs may be taken during productions/outings if permission has been granted by the Head of the Pre-Prep as occasionally there are restrictions for safety reasons. If permission is granted then photographs are only for parental/carers personal use and must not be placed on any social network sites.

Failure to adhere to the contents of this policy will lead to disciplinary/safe guarding procedures being followed.

Appendix F: Boarding

A. Arrangements for alternative accommodation should a member of staff be suspended pending an investigation

- I. Where a member of boarding staff is suspended pending an investigation of a child protection nature, immediate arrangements for alternative accommodation away from children will be made for the member of staff.

B. Pupil relationships and increased potential for peer abuse.

- I. All staff, and particularly those involved in the pastoral care of our boarders, are highly conscious of pupil relationships, and in particular the increased potential for peer abuse in the boarding community.

Signed:

..... (Edwin Newton, Principal of The Cothill Trust)

Date.....