

# WYVERN COLLEGE POLICY NUMBER 34 SAFEGUARDING CHILDREN

## **Purpose and rationale**

The College aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare;
- All staff, Trustees and Members are aware of their statutory responsibilities with respect to safeguarding;
- All staff Trustees and Members are properly trained in recognising and reporting safeguarding issues.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We maintain an attitude of "it could happen here; it does happen here" where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers, visitors Trustees and Members with the framework they need to keep children safe and secure in our College and to inform parents how we will safeguard their children whilst they are in our care. Specific guidance is available to staff within the supporting documents.

## **Legislation and statutory guidance**

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education and Working Together to Safeguard Children. We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils;
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques;
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children;
- Hampshire Safeguarding Children's Board protocols and guidance and their procedures (from Working Together to Safeguard Children 2018)
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18;
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM;

- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children;
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children;
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism;
- Home Office 'Criminal exploitation of children and vulnerable adults: County Lines guidance' (September 2018);
- The General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

As an employer we comply with the "Disqualification under the Childcare Act 2006" guidance issued in February 2015.

## **Principles and content**

This policy has been written in consultation with Trustees and is available on the College website. Trustees will ensure the policy is reviewed annually and this policy will provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities. This policy will ensure consistent good practice across the College and demonstrate our ongoing commitment to safeguarding children.

Children have a right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, race, disability, sexuality, religion, culture or language have a right to be protected from harm. All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children. The General Data Protection Regulation and Data Protection Act 2018 do not prevent or limit the sharing of information to keep children safe and the legal and secure information sharing between schools and relevant agencies is essential for keeping children safe and ensuring they get the right support. Fears about sharing information must not stand in the way of the need to promote the welfare and protect the safety of children.

Whilst the College will work openly with parents as far as possible, the College reserves the right to contact Children's Services or the Police, without notifying parents, if this is in the child's best interests.

## **Definitions**

### **Safeguarding and promoting the welfare of children means:**

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

**Child Protection (CP)** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents, Trustees and Members.

**Child** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our College; however, the policy will extend to visiting children and students from other establishments.

**Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

### **Staff Responsibilities**

Staff have a key role to play in identifying concerns early and providing help for children. All staff receive training in how to listen and respond to children. They will allow the child to speak and for staff to only ask open questions to aid clarification. Any member of staff who has concerns about the welfare of a child must share this information with the Designated Safeguarding Lead (DSL) via the 'Report Safeguarding' email button on the Wyvern intranet:

- Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure) or the evidence that has led to the concerns;
- This record is given to the DSL, via 'Report Safeguarding' email, who will analyse risk and refer onwards as necessary and appropriate;
- Referrals where urgent action is required should never be delayed in order for a full record to be written;
- CP written records will be stored securely and away from the main student records in the Pastoral Assistant Headteacher's office;
- CP records will also be stored securely in CPOMs (Safeguarding and Child Protection Software for Schools.)

### **Confidentiality**

We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance. Information will only be shared with agencies who we have a statutory duty to share with or individuals within the College who 'need to know'. All staff are aware that they cannot promise a child that they will keep a secret. Disciplinary action will be considered for any breach of confidentiality.

### **Reporting**

Pastoral staff and the Attendance Officer will notify the DSL of any child with a social worker, where there is an unexplained absence. Staff will report to the DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.

### **Referral**

The DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or

risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact Children's Services using the online Inter-Agency Referral Form. Generally, the DSL will inform the parents prior to making a referral, however, there are situations where this may not be possible or appropriate.

**As a College, we will educate and encourage students to keep safe through:**

- The content of the curriculum, including the statutory RSE (Relationships & Sex Education) from September 2020;
- Safeguarding information shared with all year groups at the start of every term, both by the DSL and the Pastoral Leaders;
- Safeguarding information readily available to all students around the College site and via the College website;
- A College ethos which helps children to feel safe and able to talk freely about their concerns, knowing that they will be listened to and valued.

**Dealing with allegations against staff (whistleblowing)**

If any member of Wyvern College staff has a concern about the practice or behaviour of a fellow member of staff, this information must be passed immediately to the Headteacher, Mr Ben Rule. The Headteacher will assess the information and consider the appropriate course of action. If it is likely that a member of staff has deliberately hurt a child or intended to hurt a child, then the Headteacher will contact The Local Authority Designated Officer (LADO) and the relevant advice and guidance will be followed.

If the allegation is against the Headteacher, the member of staff making the allegation will contact the Chair of Trustees, via their Wyvern College email, who will then decide who will lead an investigation.

**Dealing with allegations against children**

If a concern is raised about the behaviour or actions of a child or an allegation is made against a child, this information must be shared immediately with a DSL in the normal manner. The DSL will always seek advice and guidance from Children's Services and/or the Police.

**Child-on-child abuse (including sexual violence and sexual harassment)**

All staff should be aware that children can abuse other children (often referred to as 'peer-on-peer abuse'). This may include: abuse in intimate, personal relationships between peers; bullying (including cyber-bullying); physical abuse; sexual violence; sexual harassment; sharing self-generated indecent images (also known as 'sexting'); initiation type violence or rituals; upskirting.

It is more likely that girls will be the victims of sexual violence and sexual harassment, and more likely that boys will be the perpetrators. All staff must immediately report any concerns they have about peer-on-peer abuse including sexual harassment, sexual abuse, sexual activity and sexual violence between students at Wyvern College. This advice includes concerns about 'upskirting' which is now a criminal offence (April 2019). Concerns should be reported to the DSL who will then decide whether to manage the case internally, seek early help with a multi-agency approach, refer to Children's Services or report the case to the police.

(Updated guidance from Keeping Children Safe in Education, September 2019)

**Children at risk of criminal exploitation**

All staff who are in regular contact with children need to be aware of indicators that children are at risk from, or are involved with serious violent crime, including 'County Lines'

exploitation. Indicators may include persistently going missing from school or home; unexplained acquisition of money, clothes or mobile phones; relationships with controlling older individuals or groups; carrying weapons; significant decline in school performance and emotional well-being.

The DSL will assess the information and consider if the young person is at risk of or has been subject to criminal exploitation. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact Children's Services. In the case of a young person at immediate risk, the DSL will contact the police immediately.

### Training

All frontline staff in education should be aware of the signs and symptoms of abuse and be able to respond appropriately. Training is provided to the whole College every year with separate training to all new staff Trustees and Members on appointment. The DSL will attend initial training for their role and then refresher training every two years.

Any update in national or local guidance will be shared with all staff, Trustees and Members in briefings and then captured in the next whole College training.

### Training Summary

- Whole College training delivered 16<sup>th</sup> October 2019
- Whole College training to be delivered 14<sup>th</sup> September 2020
- Safeguarding reminders delivered to all staff via the weekly staff circular and staff briefings

Name of DSL	Training	Date
J Firth	Refresher – valid for 2 years	24/06/19
S Foster	Refresher – valid for 2 years	29/11/18
C MacDonald	Refresher – valid for 2 years	19/03/19
M Westlake	Refresher – valid for 2 years	26/04/18
L Kehoe	Refresher – valid for 2 years	9/10/19
E Goss	Initial – valid for 2 years	05/07/18
B Rule	Initial – valid for 2 years	26/09/18

### Responsibility for implementation

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, visitors and Trustees in the College. Our policy and procedures also apply to extended school and off-site activities.

In this College, any individual can contact the Designated Safeguarding Lead (**DSL**) if they have concerns about a young person.

### All staff

All staff will annually read part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (updated annually), alongside Wyvern College's Staff Code of Conduct and Policy number 34 Safeguarding Children. All staff will sign a central register to confirm they have read and understood the three key safeguarding documents.

All new staff, whether permanent, temporary or supply are given an induction checklist when they join Wyvern College which ensures they have been made aware of and

have read the safeguarding policy. In addition, all supply staff employed by Wyvern College must attend the annual safeguarding training.

All staff will be aware of:

- Our systems which support safeguarding and the role of the Designated Safeguarding Lead (DSL);
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment;
- The process for making referrals to local authority Children's Services and for statutory assessments that may follow a referral, including the role they might be expected to play;
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM or peer-to-peer sexual abuse, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM, forced marriage, radicalisation and child criminal exploitation (CCE).

### **The Designated Safeguarding Lead (DSL)**

**The DSL** is Jennie Firth and the **Deputy DSL's** are Sue Foster, Cheron MacDonald, Laura Kehoe, Mark Westlake, Emily Goss and Ben Rule.

The DSL takes lead responsibility for child protection and wider safeguarding at Wyvern College.

During term time, the DSL and Deputy DSLs will be available during school hours for staff to discuss any safeguarding concerns. The DSL and Deputy DSLs will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters;
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so;
- Contribute to the assessment of children;
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

The DSL will also keep the Headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

### **The Trustees**

All Trustees and Members will annually read part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (updated annually) and sign a central register to confirm they have read and understood the document. At least one member of the CG&S committee should attend the Wyvern College annual safeguarding training and all Trustees and Members will receive annual safeguarding training from the Designated Safeguarding Lead. The DSL will ensure that the annual safeguarding training is filmed so that it can be accessed online

by all Trustees and Members. The Trustees will approve this policy at each review, and hold the Headteacher to account for its implementation. The Trustees will ensure:

- The College has effective safeguarding policies and procedures in place;
- The College has a broad and balanced curriculum that incorporates safeguarding;
- National and local guidance is followed, specifically 'Keeping Children Safe in Education';
- There is a member of the school's senior leadership team identified as the DSL;
- An annual audit of safeguarding is carried out and any concerns are remedied without delay.

The Care, Guidance and Support committee will monitor the effectiveness of this policy in conjunction with the full Trustee board.

In the event of an allegation of abuse being made against the Headteacher, a 'case manager' will be nominated by the Chair of Trustees.

### **The Headteacher**

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction;
- Communicating this policy to parents when their child joins the school and via the school website;
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent;
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly;
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

### **Accountability**

This policy is drafted by the Pastoral Assistant Headteacher. It is the responsibility of the Headteacher and the Pastoral Assistant Headteacher to ensure that the policy is available on the College website for parents and other stakeholders.

## **Supporting documents and appropriate links**

### **Related documents**

This document should be read in conjunction with the College's Health and Safety Policy, the Mental Health and Well-Being Policy, the Attendance Policy, the Sex & Relationships Education Policy, the Behaviour policy, the Whistleblowing Policy, the Curriculum Policy, the Self-Harm Management Guidance document and the Supporting Students with Medical Conditions Management Guidance document.

### **Attached to this policy are the following documents:**

1. Links to safeguarding resources
2. Dealing with disclosures
3. The role of the DSL
4. Young people with medical needs
5. Indicators of abuse
6. Allegations against staff

**In addition, attached to this policy are appendices based on the Department for Education’s statutory guidance, Keeping Children Safe in Education:**

1. Types of abuse
2. Safer recruitment and DBS checks
3. Allegations of abuse made against staff
4. Children missing from education
5. FGM
6. Forced marriage
7. Preventing radicalisation
8. Safeguarding during the COVID-19 measures (April 2020)

### **Review schedule**

As a College, we review this policy **annually** in line with Department for Education, Hampshire Safeguarding Children Partnership and Hampshire County Council guidance.

**Reviewed by:**

**J Firth / K Hercock**

**Approved by Care, Guidance & Support Committee on 30<sup>th</sup> June 2020**

**Ratified by Trustees’ Board on 6<sup>th</sup> July 2021 (TBC)**

**Next review date: June 2021 (annual)**

### **Related documents**

#### **1. LINKS TO SAFEGUARDING RESOURCES**

<b>Issue</b>	<b>Links to Useful Resources</b>
Health and Safety	<a href="https://www.gov.uk/health-safety-school-children">https://www.gov.uk/health-safety-school-children</a>
Anti-Bullying, Harassment & Discrimination	<a href="https://www.gov.uk/bullying-at-school">https://www.gov.uk/bullying-at-school</a> <a href="https://www.gov.uk/government/publications/preventing-and-tackling-bullying">https://www.gov.uk/government/publications/preventing-and-tackling-bullying</a> <a href="https://www.antibullyingpro.com">https://www.antibullyingpro.com</a>
Anti-Racism	<a href="https://www.citizensadvice.org.uk/law-and-courts/discrimination/hate-crime/racist-and-religious-hate-crime/">https://www.citizensadvice.org.uk/law-and-courts/discrimination/hate-crime/racist-and-religious-hate-crime/</a> <a href="https://www.gov.uk/discrimination-your-rights">https://www.gov.uk/discrimination-your-rights</a>
Physical Intervention	<a href="https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools">https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools</a>
Meeting the needs of pupils with medical conditions	<a href="https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3">https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3</a>
First Aid	<a href="https://www.gov.uk/government/publications/first-aid-in-schools">https://www.gov.uk/government/publications/first-aid-in-schools</a>

Drug and Substance Misuse	<a href="https://www.gov.uk/government/publications/drugs-advice-for-schools">https://www.gov.uk/government/publications/drugs-advice-for-schools</a> <a href="https://www.talktofrank.com/">https://www.talktofrank.com/</a> <a href="https://www.catch-22.org.uk/offers/substance-misuse/">https://www.catch-22.org.uk/offers/substance-misuse/</a>
Educational Visits	<a href="http://www3.hants.gov.uk/education/outdoor-education.htm">http://www3.hants.gov.uk/education/outdoor-education.htm</a>
Internet Safety	<a href="http://ceop.police.uk/">http://ceop.police.uk/</a> <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>
School Site Security	<a href="https://www.gov.uk/government/publications/school-security">https://www.gov.uk/government/publications/school-security</a>
Safer Recruitment Policy	<a href="http://www3.hants.gov.uk/education/eps/child-protection-introduction.htm">http://www3.hants.gov.uk/education/eps/child-protection-introduction.htm</a> <a href="https://www.gov.uk/government/policies/helping-employers-make-safer-recruiting-decisions">https://www.gov.uk/government/policies/helping-employers-make-safer-recruiting-decisions</a>
Issues specific to a local area or population,	DfE safeguarding children <a href="https://www.gov.uk/childrens-services/safeguarding-children">https://www.gov.uk/childrens-services/safeguarding-children</a>
Radicalisation	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf</a> <a href="https://www.gov.uk/government/publications/prevent-duty-guidance">https://www.gov.uk/government/publications/prevent-duty-guidance</a>
CCE / CSE	<a href="https://www.gov.uk/government/publications/tackling-child-sexual-exploitation-action-plan">https://www.gov.uk/government/publications/tackling-child-sexual-exploitation-action-plan</a> <a href="https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/">https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/</a>

## 2. DEALING WITH DISCLOSURES

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties (including SEND needs) and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or Children's Services directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the College premises at the time and have concerns about sending a child home.

### Guiding principles, the seven R's

#### Receive

- Listen to what is being said, without displaying shock or disbelief;
- Accept what is said and take it seriously;
- Make a note of what has been said as soon as practicable.

#### Reassure

- Reassure the student, but only so far as is honest and reliable.;

- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential';
- Do reassure e.g. you could say: "I believe you", "I am glad you came to me", "I am sorry this has happened", "We are going to do something together to get help."

### **Respond**

- Respond to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details;
- Do not ask 'leading' questions e.g. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court;
- Do not criticise the alleged perpetrator; the student may care about him/her, and reconciliation may be possible;
- Do not ask the student to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the student that it will be a DSL.

### **Report**

- Share concerns with the Designated Safeguarding Lead as soon as possible;
- If the disclosure is made out of normal school hours and the DSL is unavailable (and the child is at risk of immediate harm) contact Children's Services on the out-of-hours number directly;
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration;

### **Record**

- If possible, make some very brief notes at the time and then transfer these verbatim to the 'Report Safeguarding' email';
- Pass your original notes to the DSL'
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words;
- Record the position of any noticeable bruising or marks on the child;
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

### **Remember**

- Support the child: listen, reassure, and be available;
- Complete confidentiality is essential. Share your knowledge only with the DSL;
- Try to get some support for yourself if you need it.

### **Review (led by DSL)**

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

### **Supporting staff**

Receiving a disclosure can be upsetting for the member of staff and the College has support in place for staff after a disclosure is made. This includes reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately; a one-to-one conversation with the DSL and access to the Employee Support Line.

In some cases, additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotional well-being.

### **Following a report of concerns from a member of staff, the DSL must:**

1. Decide whether there are sufficient grounds for suspecting significant harm in which case a referral must be made to Children's Services.
2. Normally the College should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Services. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact Children's Services via the Children's Reception Team (CRT) or by submitting an online Inter-Agency Referral Form and make a clear statement of:
  - the known facts
  - any suspicions or allegations
  - whether there has been any contact with the child's familyIf the DSL feels unsure about whether a referral is necessary, they should submit an online Inter-Agency Referral Form.
4. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the Early Help process.
5. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify Children's Services and what action has been taken.
6. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Services or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
7. When a child needs *urgent* medical attention and there is suspicion of abuse the DSL or Head Teacher should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified Children's Services and the police. The DSL should seek advice about what action Children's Services will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
8. If the DSL is unsure whether to refer a matter to the police, they should follow the guidance 'When to call the police' produced by the National Police Chiefs Council (NPCC).

### **3. THE ROLE OF THE DSL**

- Assist the Trustees and Members in fulfilling their responsibilities under Section 175 or 157 of the Education Act 2002;
- Attend initial DSL training for the role and refresh every two years. This is by attending refresher training after the first two years and then demonstrating evidence of continuing professional development thereafter;
- Ensure every member of staff knows who the DSLs are, are aware of the DSL role and has their contact details (safeguarding sticker for staff identity badge);
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL;
- Ensure that whole College training occurs annually so that staff, Trustees and volunteers can fulfil their responsibilities;
- Ensure any members of staff, Trustees or Members joining the College outside of this training schedule receives a safeguarding induction;
- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk;

- Ensure that copies of safeguarding records are transferred accordingly (separate from student files) when a student transfers school (where appropriate);
- Ensure that copies of safeguarding records are requested (separate from student files) when a student arrives as an in-year admission;
- Ensure that where a student transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed;
- Ensure that safeguarding information and child protection or child in need plans are transferred at the point of Key Stage 2/3 transition and Key Stage 4/5 transition;
- Link with the Hampshire Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

#### **4. YOUNG PEOPLE WITH MEDICAL NEEDS**

There will be occasions when children are temporarily unable to attend College on a full-time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable)

Hampshire uses the phrase "long-term" to define any period exceeding 15 continuous school days of absence because of medical needs.

Where an absence will be for more than 15 continuous school days then the Education and Inclusion Service provision should begin at the earliest possible date and should not automatically be delayed until the 16<sup>th</sup> day of absence.

At all times during the period of Education and Inclusion Service provision, the young person will remain on the roll of their home school and the home school will retain ultimate educational responsibility for the young person.

#### **Referral to the Education Inclusion Service**

Referral to the Education Inclusion Service (EIS) must be made by the young person's home school and must be made via the Education and Inclusion Service referral form. The referral form will be completed by either the Pastoral Leader or Pastoral Assistant Headteacher. Referrals should be supported by a letter from either:

- A Hospital Consultant
- A Senior Clinical Medical Officer
- A Consultant Child Psychiatrist
- A General Practitioner (GP)
- A member of the Hampshire Education Psychology Service (HEPS)

#### **5. INDICATORS OF ABUSE**

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

##### **Physical indicators of neglect**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated
- Looking sad, false smiles

## **Behavioural indicators of neglect**

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

## **Indicators of Emotional Abuse**

### **Developmental issues**

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes

### **Behaviour**

- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-harm
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g. wetting
- Eating disorders
- Destructive tendencies
- Arriving early at school, leaving late

### **Social issues**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### **Emotional responses**

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

## **Indicators of physical abuse**

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette

- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches

**In the social context of the college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:**

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

**You should be concerned if the child or young person:**

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention

### **Indicators of sexual abuse**

#### **Physical observations**

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

#### **Behavioural observations**

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Depression or other sudden apparent changes in personality
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts
- Self-harm
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism

## 6. ALLEGATIONS AGAINST STAFF

### Procedure

The following procedure should be used in all cases in which it is alleged a member of staff or volunteer in College has:

1. Behaved in a way that has harmed a child, or may have harmed a child;
2. Possibly committed a criminal offence against or related to a child; or
3. Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
4. Behaved or may have behaved in a way that indicates they may not be suitable to work with children (This is to take account of situations where a person's behaviour outside school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children').

Only the Headteacher, delegated staff or nominated Trustee should deal with allegations. All other staff, Trustees or Members must:

- Report any concerns about the conduct of any member of staff to the Headteacher as soon as possible and within 24 hours. 'Staff' includes adults in the school from external agencies; those in a temporary, supply or locum basis within the school; and adults not directly involved in face to face work within the school environment.
- Where there is an allegation about a supply teacher the college will usually take the lead [in any investigation] because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.
- If the allegation concerns the **Headteacher**, the information needs to be passed to the LADO and Chair of Trustees immediately via their Wyvern College email.

The LADO and the personnel provider for the College will support the College in following procedures set out in Keeping Children Safe in Education (2018) and the HSCP procedures.

## APPENDICES

**These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.**

### Appendix 1: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Emotional abuse 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;

Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate;

Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;

Seeing or hearing the ill-treatment of another;

Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing;

Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet);

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

Provide adequate food, clothing and shelter (including exclusion from home or abandonment);

Protect a child from physical and emotional harm or danger;

Ensure adequate supervision (including the use of inadequate care-givers);

Ensure access to appropriate medical care or treatment;

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**NB All staff should have an awareness that childhood mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a child, that is also a safeguarding concern, and should be shared with the DSL team in the usual manner.**

**Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.**

## **Appendix 2: Safer recruitment and DBS checks – policy and procedures**

We will record all information on the checks carried out in the College's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### **Appointing new staff**

When appointing new staff, we will:

Verify their identity;

Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below);

Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available;

Verify their mental and physical fitness to carry out their work responsibilities;

Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards;

Verify their professional qualifications, as appropriate;

Ensure they are not subject to a prohibition order if they are employed to be a teacher;

Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent;

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments;

The Headteacher will meet with a member of staff who has received a caution or conviction for an offence, to risk-assess their suitability to work with young people. The risk-assessment will be recorded on the individual personnel file.

**Regulated activity** means a person who will be:

Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children;

Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children.

### **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant);

Where the individual has received a caution or conviction for a relevant offence;

If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009;

If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity;
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity;
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity.

### **Appendix 3: Allegations of abuse made against staff**

This section of this policy applies to all cases in which it is alleged that a current member of staff, Trustee, Member or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (This is to take account of situations where a person's behaviour outside school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children').

It applies regardless of whether the alleged abuse took place in the College. Allegations against a teacher, Trustee or Member who is no longer teaching/ connected with the college and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff Trustee or Member or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

### **Appendix 4: Children missing from education**

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect;
- Have a social worker;
- Come from Gypsy, Roma, or Traveller families;
- Come from the families of service personnel;
- Go missing or run away from home or care;

- Are supervised by the youth justice system;
- Cease to attend a school;
- Are at risk of criminal exploitation;
- Come from new migrant families.

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the College without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, Female Genital Mutilation (FGM) and forced marriage.

## **Appendix 5: Female Genital Mutilation (FGM)**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

If a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM, this should be reported to the police immediately. **It is the responsibility of the member of staff to inform the police, not the DSL.**

### **Indicators that FGM has already occurred include:**

- A pupil confiding in a professional that FGM has taken place;
- A mother/family member disclosing that FGM has been carried out;
- A family/pupil already being known to social services in relation to other safeguarding issues.

### **Potential signs that a pupil may be at risk of FGM include:**

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider);
- FGM being known to be practised in the girl's community or country of origin;
- A parent or family member expressing concern that FGM may be carried out;
- A family not engaging with professionals (health, education or other).

## **Appendix 6: Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

Speak to the pupil about the concerns in a secure and private place;  
Activate the local safeguarding procedures;  
Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)  
Refer the pupil to a counsellor, as appropriate.

## **Appendix 7: Preventing radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk. In addition the DSL will advise Trustees and Members of their responsibilities

We will assess the risk of children in our College being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at College and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and the charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves;
- Becoming susceptible to conspiracy theories and feelings of persecution;
- Changes in friendship groups and appearance;
- Rejecting activities, they used to enjoy;
- Converting to a new religion;
- Isolating themselves from family and friends;
- Talking as if from a scripted speech;
- An unwillingness or inability to discuss their views;
- A sudden disrespectful attitude towards others;
- Increased levels of anger or increased secretiveness, especially around internet use;
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions;
- Accessing extremist material online, including on social media;
- Possessing extremist literature;
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels

wrong. If staff are concerned about a pupil, they should discuss their concerns with the DSL. staff should **always** take action if they are worried.

This appendix will be reviewed by the Designated Safeguarding Lead (DSL) as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the Wyvern College website.

We will ensure that on any given day all staff in attendance will be aware of who the DSL is and how staff can to speak to them.

### **Safeguarding priority**

During the current period of prolonged school closures, the safeguarding of all children at our college – whether they are currently at home or in attendance – continues to be our priority. The following fundamental safeguarding principles remain the same:

- the best interests of children continue to come first;
- if anyone in our school has a safeguarding concern, they will act immediately;
- a designated safeguarding lead (DSL) or deputy DSL will always be available;
- no unsuitable people will be allowed to gain access to children;
- children should continue

## **Appendix 8 – version 1.0 Safeguarding during the COVID-19 measures**

to be protected when they are online.

### **Current college position**

Wyvern College remains open to a small number of children of critical workers and to vulnerable children (as identified by the DfE). Only Wyvern College staff are supervising children whilst on the college site and each day a member of the senior leadership team and a designated safeguarding lead are also available in college.

### **Safeguarding partners' advice**

We continue to work closely with our three safeguarding partners, and we will ensure this appendix is consistent with their advice. This will include expectations for supporting children with Education, Health and Care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need.

### **Roles and responsibilities**

The roles and responsibilities for safeguarding in our college remain in line with our safeguarding policy.

The DSL or a deputy DSL will be available on site during the college day during this period of prolonged school closure.

### **Vulnerable children**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education or health care (EHC) plans.

Those who have a social worker include children who have a child protection plan or are subject to child in need planning and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have underlying health conditions that put them at risk. Where a parent does not want their child to attend school, and their child is considered vulnerable, we will discuss this with the social worker and explore the reasons for this directly with the parent.

Those with an EHC plan will be risk-assessed in consultation with the local authority and parents to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Senior leaders in our school, especially the DSL (and deputies) know who our most vulnerable children are, and they have the flexibility to offer a place to those on the edge of receiving children's social care support.

The Designated Teacher will continue to work with children's social workers and the Hampshire and Southampton Virtual School Heads (VSHs) for looked-after children.

### **Increased vulnerability or risk**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of students and their parents. Staff will be aware of this in setting expectations of students' work where they are at home. Where we are providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them.

Our staff will be aware of the mental health of children and their parents and carers and will contact the DSL team if they have any concerns.

### **Attendance**

Where a child is expected but does not arrive at school, we will follow our attendance procedure and attempt to contact the family. If contact cannot be made, the DSL or member of the senior leadership team will be informed.

The DSL or senior leader on duty will attempt to contact the parents in the first instance. If contact cannot be made, we will refer our concerns to an appropriate external agency to carry out a welfare check.

Where a vulnerable child does not take up their place, we will notify their social worker.

### **Reporting concerns about children or staff**

The importance of all staff acting immediately on any safeguarding concerns remains. Staff will continue to follow our safeguarding procedures and report any concerns they have about any child, including those who are not attending school.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff. It remains extremely important that any allegations against staff are reported to the Headteacher immediately (or the LADO in the absence of the Headteacher) in line with Wyvern College's whistleblowing policy.

### **Staff training and induction**

For the duration of the COVID-19 measures, our designated safeguarding leads are unlikely to receive their refresher training. In line with government guidance, our trained DSLs will be classed as trained even if they cannot receive this training.

All current Wyvern College staff have received safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education, the Wyvern College safeguarding policy and the Wyvern College staff handbook.

### **Safer recruitment and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

When recruiting new staff, we will continue to follow our Safer Recruitment policy.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff are on our college site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness.

### **Peer on peer abuse**

We recognise that children can abuse their peers and our staff are clear about the college's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. We also recognise that abuse can still occur during a school closure or partial closure and between those children who do attend the school site during these measures.

Our staff will remain vigilant to the signs of peer-on-peer abuse and will follow the process set out in our safeguarding policy and report their concerns immediately to the safeguarding team.

### **Online safety**

It is likely that children will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguarding and support children.

Specific advice and guidance has been shared directly with parents during this period of prolonged school closure and can also be found on the Wyvern College website.

Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will report that concern to the safeguarding team immediately.

### **Supporting children not in school**

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive additional pastoral support in school, they will ensure that a communication plan is in place to support that child. Details of that plan will be recorded in the safeguarding file for that child. It will be reviewed regularly to ensure it remains current during these measures.