



Safeguarding/Child Protection Policy

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Overview

This policy aims to outline the role of the school, the procedures that staff should take and aims to provide guidance on issues related to safeguarding and child protection generally. It is not exhaustive. All staff should use the needs and safety of the child as being at the centre of any decision they make. This policy:

- Raises awareness of individual responsibilities in identifying and reporting possible cases of abuse
- Provides a systematic means of monitoring, recording and reporting concerns and cases
- Provides guidance on recognising and dealing with suspected child abuse
- Provides a framework for inter-agency communication and effective liaison in accordance with locally agreed interagency procedure
- Identifies strategies and interventions available to support children at risk and children in need
- Ensures that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- Ensures that safe recruitment procedures are operated.

This is a whole school policy, which applies to all aspects of Rookwood School, including Early Years Foundation Stage (EYFS) and boarding. It is written with due regard to the following:

- Keeping Children Safe in Education (KCSIE) – September 2020
- Working Together to Safeguard Children (WT) – July 2018
- The Prevent Duty – June 2015
- Sexual violence and sexual harassment between children in schools and colleges – May 2018
- Independent School Standards Regulations (ISSRs) – January 2015
- National Minimum Standards for Boarding (NMS) – April 2015
- Statutory Framework for the Early Years Foundation Stage (EYFS) – March 2017
- Hampshire Safeguarding Children Partnership (HSCP) policies and procedures.

The Designated Safeguarding Lead (DSL) is Mr Anthony Kirk-Burgess, the Headmaster.

Other staff with responsibility for child protection (deputy Designated Safeguarding Leads) are:

- **Mr Richard Hick, Deputy Head**
- **Mrs Liz Hacker, Head of Senior School**
- **Mrs Laura Wowk, Head of Lower School**
- **Mrs Jennifer Jellard, Assistant Head (Academic)**
- **Ms Debbie Dwyer, Head of Boarding**
- **Mrs Rachel Osmond, Nursery Manager**

Contact details are given on the final page of this policy.

Whilst Mr Kirk-Burgess remains the Designated Safeguarding Lead throughout the school, within the EYFS setting Mrs Osmond is the main point of contact for safeguarding of children in the nursery and Mrs Wowk is the main point of contact for safeguarding of children in Reception Year.

This policy and the procedures for safeguarding/child protection are reviewed annually by the Board of Governors and signed off by the Chair. The Governors of Rookwood School have a nominated Governor with particular responsibility for safeguarding, Miss Carole Machin.

Rookwood School is committed to safeguarding and promoting the welfare of all our pupils and expects all staff and volunteers to share in this commitment. This commitment is defined as:

- 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; and
- taking action to enable all children to have the best outcomes.

Staff must maintain an attitude of 'it could happen here' as far as safeguarding is concerned and staff members should always act in the interest of the child. Safeguarding is everyone's responsibility and anyone can make a referral. All pupils have the right to protection, regardless of age, gender, gender-identity, sexuality, race, culture or disability. They have a right to be safe at school and everyone employed or engaged by Rookwood School has a responsibility in relation to child protection.

Staff will receive annual safeguarding training and updates throughout the year. Additionally staff undertake an online safeguarding course provided by HSCP every three years. Prevent Duty training will be delivered every three years unless there is a circumstantial change requiring this to be completed sooner. Members of staff joining at times other than at the beginning of the school year will receive safeguarding and Prevent Duty training as part of their induction.

Staff must read and understand the following documents annually:

- Keeping Children Safe in Education (2020) Part 1 and (for school leaders and those who work directly with children) Annex A
- Rookwood School's Safeguarding Policy
- Rookwood School's Whistleblowing Policy
- Rookwood School's Staff Code of Safe Conduct
- Rookwood School's Staff Code of Ethics & Standards
- Rookwood School's ICT Acceptable Use Policy
- Rookwood School's Behaviour, Rewards and Sanctions Policy

In addition to the policies above, staff should also be aware of the following school policies:

- Recruitment, Selection and Disclosure Policy
- Anti-Bullying Policy

- Missing or Lost Child Policy
- Physical Restraint and Contact Policy
- Online Safety Policy
- Visitor Policy
- Boarding Handbook, policies and procedures
- PSHEE Policy

Roles and responsibilities:

Designated Safeguarding Lead(s)

The school's designated safeguarding team are listed on Page 2 of this policy.

The Designated Safeguarding Lead (DSL) takes the ultimate lead responsibility for safeguarding and child protection (including online safety), even if some tasks may be delegated to one or more deputy DSLs.

The DSL and the deputy DSLs safeguarding roles are explicit in their job descriptions and include:

- Managing referrals (including referring cases to the local authority children's social care, the Channel programme, the Disclosure and Barring Service or the Police, as required) and supporting other staff who make such referrals
 - Working with others (including through inter-agency meetings and through acting as a source of support, advice and expertise for all school staff)
 - Training (undertaking training, which should be formally updated at least every two years and refreshed through informal updates as required, and at least annually, in order to provide them with the knowledge and skills required to carry out their roles; this training includes inter-agency working and Prevent awareness)
 - Raising awareness (ensuring that the school's safeguarding policies are known, understood and used appropriately; that the child protection policy is reviewed regularly and is available publicly; that parents are aware of the school's role in safeguarding, including that referrals may be made; and to link with HSCP regarding staff training opportunities)
 - Maintaining child protection files (including ensuring the appropriate transfer of such files when a pupil moves to another school)
 - Availability (by ensuring that the DSL or a deputy is always available during school hours).

The Governing Body

The Governors are responsible for:

- Undertaking annual reviews of all policies and procedures that apply to safeguarding and child protection (including online safety).
- Reviewing the efficiency with which the related duties have been discharged.
- Ensuring they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Receiving and discussing updates provided by the designated safeguarding lead as part of the Headmaster's report.

Staff and Volunteers

School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

The term 'staff' in this policy refers to any adult who works at Rookwood School, including:

- Full-time, part-time and seasonal employees
- Contractors, including peripatetic and supply staff, even if not directly paid by Rookwood School
- Volunteers, including parents and staff partners/family members (e.g. on school trips)

All staff have a responsibility to provide a safe environment in which children can learn and all staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Any staff member who has a concern about a child's welfare should follow the referral processes set out page 11. Staff should expect to support social workers and other agencies following any referral. All school staff and volunteers should:

- Be alert to the signs of abuse as detailed in this policy
- Report any concerns immediately, where possible to the designated safeguarding lead
- Consult with the designated safeguarding lead if in any doubt as to how to proceed
- Follow the advice given in this policy in relation to how to handle disclosures
- Ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, or engaging in inappropriate electronic communication with a pupil)
- Receive training in child protection in accordance with the requirements of HSCP.
- Receive training about the risks of radicalisation and how to identify children at risk of radicalisation.
- In addition, newly appointed staff, temporary staff and volunteers receive induction training as detailed previously.

All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff should be aware of their local early help process and understand their role in it (see page 10).

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse and be clear as to the school's policy and procedures with regards to peer on peer abuse (see page 12).

Furthermore, teaching staff are expected to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Parents

In day-to-day contact with children at risk and children in need members of staff have an opportunity to note concerns and to meet with parents and other associated adults. The School aims to establish a positive approach to working with parents. Parents' and Pupil's needs for privacy are to be respected whilst at the same time giving priority to the needs of the pupils. This may require effective liaison with external agencies.

It should be recognised that families from different backgrounds and cultures may have different ways of bringing up their children. These differences should be acknowledged and respected providing these differences do not place the child at risk of abuse as defined within this policy.

Wherever appropriate, school staff should work together and share information with parents and permission for liaison and information sharing with external agencies should always be sought except when such action may place the child at risk. Where such cases arise, the designated safeguarding lead will seek advice from social care or will make a child protection referral.

A copy of this policy is made available to parents of pupils via the School website. It is also available to parents of prospective pupils on request.

Guidance on Recognising Maltreatment

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an extra-familial setting. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms, including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Recognising child abuse is not easy, and it is not the responsibility of school staff to decide whether child abuse has taken place or if a child is at significant risk. School staff do, however, have a responsibility to act **immediately** if any concerns arise about a child's welfare or safety. The health (mental as well as physical), safety and protection of a child are paramount.

Maltreatment might fall into the following categories:

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually

inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see 'managing allegations against other pupils', page 12).

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. Staff should be aware that vulnerable groups of children, such as children with SEND and LGBT children, are at a greater risk of harm.

There are also specific safeguarding issues such as child sexual exploitation (CSE) and trafficking, upskirting, female genital mutilation, fabricated or induced illnesses, domestic abuse, gangs, child criminal exploitation (CCE), serious violence, faith abuse, honour based violence, forced marriage, mental health issues, radicalisation and children who may be at risk of being drawn into terrorism. Staff should follow the procedures on page 10 when dealing with any of these issues.

All staff should be aware of indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include: increased absence from school; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm or a significant change in wellbeing; signs of assault or unexplained injuries; unexplained gifts or new possessions.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or

females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the DSL (or a deputy).

PROCEDURES

Dealing with suspected abuse and other specific safeguarding issues.

All staff should refer any concerns to the designated safeguarding lead as soon as possible. In the event of a disclosure they should:

- Listen to the pupil, keeping calm and offering reassurance
- Observe bruises or other injuries but should not ask a child to remove or adjust their clothing to observe them
- Allow the child to lead the discussion if a disclosure is made, but do not press for details by asking questions, e.g. “what did they do next?”
- Listen — don’t investigate or ask leading questions, but use questions such as “is there anything else you’d like to tell me?”
- Accept what the pupil says without challenge — reassure them that they are doing the right thing and that you recognise how hard it is for them
- Not lay blame or criticise either the child or the perpetrator
- Not promise confidentiality — explain that they have done the right thing and who needs to be told.
- Keep clear notes, where possible using the Rookwood Safeguarding Critical Incident Form, recording where possible the exact words of the pupil. Record the date, time and place.
- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.
- So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead.
- Where a member of staff believes that a child is at risk of radicalisation and possibly being drawn into terrorism this concern should be immediately discussed with the school’s Designated Safeguarding Lead who will contact HSCP and/or Hampshire Police as required.
- When abuse by one or more pupils against another pupil is suspected, the **‘Managing Allegations Against Other Pupils’** policy and procedure on page 11 should be followed.

Depending on the perceived risk to the child, the DSL or staff member raising the concern may proceed with early help or a referral.

Early help

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

Making a referral

If there is a concern that a child is suffering significant harm or is likely to do so then a referral must be made **immediately** by contacting HSCP Central Reception Team (see final page) or, if it is believed that a crime has been committed, the Police.

Referrals should also be made where there are sufficient concerns about a child's welfare and/or where a situation has not responded positively to other measures, such as early help.

Any member of staff may make a referral.

Parental consent is not required to make a referral. Fears about information sharing (e.g. GDPR) must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children, which must always be the paramount concern. For example, where it is not possible to gain consent, it cannot be reasonably expected to gain consent, or if to gain consent would place a child at risk.

Managing allegations against other pupils / 'peer-on-peer' abuse

The following policy and procedure is based on HSCP's (previously Hampshire Safeguarding Children Board) 2016 model policy for managing allegations against other pupils, including allegations of child-on-child sexual violence and/or sexual harassment.

Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

The safeguarding implications of sexual activity between young people

Taken from 'The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review' (2015)

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the children;
- Any disability or special needs of the children;
- Their social and family circumstance;
- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;
- Any evidence of pressure to engage in sexual activity;
- Any indication of sexual exploitation.

There are also contextual factors. Gender, gender-identity, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy.

At Rookwood School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We believe that abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. We recognise that some students will sometimes negatively affect the

learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Prevention

As a school we will minimise the risk of allegations against other pupils by:

- Providing a developmentally appropriate PSHEE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Maintaining a culture that sexual violence and sexual harassment is not acceptable and will not be tolerated or passed off
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found:

If the allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil (e.g. a pupil with SEND)
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Furthermore, the allegation is most likely to include, but may not be limited to:

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

Procedure:

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

- The DSL should contact HSCP's central reception team (CRT) to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, CRT will refer the case to the multi-agency safeguarding hub where the police will become involved.
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, which includes any case where there is a report of sexual violence, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.
- Steps should be taken to ensure that appropriate pastoral and emotional support is available to the alleged victim and to the student being complained about (alleged perpetrator).

Dealing with the safeguarding risk of a child missing from education (CME)

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. The school recognises the increased risk of children suffering from abuse or neglect if they go missing from education. In order to reduce the risk of CME, the school aims to hold more than one emergency contact number for its students, whenever reasonably possible.

When pupils of compulsory school age leave the school a record is kept of the destination setting and a check is made that the child has been registered and has started at the new school. If a destination setting is unknown, the admissions team will investigate and if unable to confirm appropriate educational provision or have any concerns about the welfare of pupils will refer the concern to the school's Designated Safeguarding Lead. The DSL will investigate and where appropriate will refer to local authority children's services.

The school will inform local authority children's services if any pupil is to be deleted from the admissions register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. to be home educated;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by medical advice as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

The local authority children's services will be informed if a pupil fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Dealing with Allegations of Abuse against Members of Staff or Volunteers

The school understands that allegations may be made against a member of staff or volunteers (including the Headmaster). Concerns must be reported, as per this procedure, when it is believed that a member of staff (including supply staff or a volunteer) has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If such an allegation is made against a member of staff, who is not the Headmaster, including supply staff or a volunteer, the person to whom the allegation is made will immediately inform the Headmaster. The Headmaster will, on all such occasions, discuss the content of the allegation with the Local Area Designated Officer (LADO) within one working day. In the most serious cases, the police may be approached so as not to jeopardise statutory investigations. In cases of allegations against an agency supply teacher, the agency's HR department should also be informed.

If an allegation made to a member of staff concerns the Headmaster, the person to whom the allegation is made will immediately inform the Chair of Governors (see contact details on final page), without the knowledge of the Headmaster. The Chair of Governors will contact the LADO within one working day. The Chair of the Governors, Mrs Carolyn Hardiman, is nominated to liaise with the Local Authority in case of allegations against the Headmaster or a member of the Board of Governors.

The matter must remain strictly confidential until the Headmaster (or Chair of Governors) has made an initial assessment in conjunction with the LADO and decided what steps are to be taken. A decision will be taken as to whether the suspicion or allegation is an internal disciplinary matter (in which case the school's disciplinary procedures will be followed) or whether there is a potential child protection issue (in which case the school's child protection procedures will be followed).

If it can be shown that an allegation is demonstrably false, it is not necessary for the Headmaster /designated safeguarding lead to make a referral.

An adult against whom an allegation has been made, may, but will not automatically, be suspended. If an allegation is made against a member of the live-in boarding staff, the member of staff will immediately be removed from the boarding house and re-housed at the school's expense.

Suspension will arise on the following grounds:

- A child or children may be at risk.
- The allegation is so serious that dismissal for gross misconduct is possible.
- It is necessary to allow any investigation to continue unimpeded.

Suspension may be considered at any stage of an investigation, but is a neutral act, not a disciplinary sanction, and will be on full pay.

If an allegation of abuse by a member of staff is substantiated, leading to the member of staff being dismissed or removed from their role (or, where the member of staff resigns, would have led to dismissal) then a referral will be made to the Disclosure and Barring Service. Furthermore, in cases involving professional misconduct by teaching staff, a referral will also be made to the Teaching Regulation Agency (TRA).

Additional Guidance:

Monitoring, Recording and Reporting

School policy is that brief notes should be kept at the time of the incident/ first disclosure or immediately after with the subsequent completion of a critical incident sheet. Records may be used in legal proceedings and must be kept accurate and secure. All records about the incident should be given to the designated safeguarding lead and should include factual information rather than assumption or interpretation. The child's own language should be used rather than an interpretation. Notes should be signed by the staff member with the time, date and place recorded.

Records may be used to support a referral to an external agency.

Confidentiality

Where children have a Child Protection Plan and leave one school for another, the designated safeguarding lead must inform the receiving school and the key worker. If the child leaves the school with no receiving school, details should be passed to the principal education social worker (ESW).

Education staff have a professional responsibility to share relevant information about the protection of children with the investigative agencies. Members of staff should not promise confidentiality but can let the child know that only those who need to know will be informed.

Time should be taken to reassure the child and confirm that information given will be treated sensitively. Reassurance should be given and the adult involved should listen sympathetically and nonjudgmentally.

Staff should be careful in subsequent discussions and ensure that information is only given to an appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold.

Members of staff, other than the designated safeguarding lead and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a pupil. Sensitive information regarding pastoral issues and for children on the child protection register is kept separately in a folder in the closed section of the office. Discretion should be used when talking about the personal and changing circumstances of children, e.g. when a child goes into care.

Inter-agency Liaison

Schools are expected to work with, support and sometimes lead different agencies to enable the most appropriate form of intervention to take place.

The school requests from feeder settings and will provide to destination settings, any relevant Child Protection Records, for the attention of the Schools' Designated Safeguarding Lead. These records will be sent by registered post, marked confidential with confirmation of receipt obtained.

Social Care Meetings

At times school staff will be called to participate in meetings organised and chaired by social care. These might include:

- Register reviews
- Case conferences
- Professionals' meetings in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of next stages of involvement
- Core group meetings in which a "core" group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and register reviews.

At these meetings, representatives from the school should be ready to report providing information about:

- Attendance and punctuality
- Academic achievement
- Child's behaviour and attitude
- Relationships with peer group and social skills generally
- Child's appearance and readiness for school
- Contact with parents/carers
- Any specific incidents that need reporting.

Prior to the meeting, class teachers and other adults working closely with the child will be asked for their comments. Following the meeting feedback will normally be given and staff brought up-to-date with any actions that are needed.

Supporting Children at Risk and Children in Need

For children at risk and children in need, school may be the one stable place from which they can expect security and reassurance. It is not only about being alert to potential abuse but providing the support to help children through difficult times. Providing them with the coping skills that can help avoid situations arising and deal with the emotional difficulties afterwards if they do.

Children with a Social Worker

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Looked After Children

Children who are "looked after" will have their own Personal Education Plan (PEP). The PEP is part of the care plan. It is a record of what needs to happen in order to enable the young person to fulfil their potential. It should reflect other education plans such as IEPs.

General Support in School

All form teachers and Heads of School are responsible, in conjunction with other school staff, for the pastoral needs of the children in their care. This includes maintaining opportunity for children to share their concerns and following the guidance in this document. Care should always be taken in regard to the discussion of sensitive issues and advice should be sought where there are concerns. The school raise awareness of safeguarding with the pupils through, for example, PSHEE (including Relationship and Sex Education (RSE), as appropriate to the age group), assemblies, discussions, guidance on anti-bullying and e safety. Pupils receive guidance and support within the PSHEE program in order to develop their resilience to the risks of radicalisation. Pupils are also made aware of other sources of support, for example helpline numbers, the school counsellor or the independent listener in the boarding house.

Within the curriculum there will also be opportunities to discuss issues which some children might find sensitive. Care should be taken particularly in relation to discussion about families and their make-up. Assumptions about members of families and the presence of both parents should be avoided both in discussion and the presentation of materials. During health and safety and RSE lessons, staff should be alert to the fact that some children will have very different experiences and may find content at odds with their own experiences. Staff should make themselves familiar with the background of the children in their care in order to avoid distress.

Physical Contact with Pupils

Some form of physical contact with pupils by teachers is inevitable. All teachers should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body.

Where any uncertainty exists a senior member of staff should be consulted and one-to-one discussions with pupils might most appropriately take place in rooms which are openly visible to other members of staff.

In the event of physical restraint, it is important that only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention a critical incident form must be completed and given to the Head. (See also Physical Restraint Policy for further details.)

One to One Lessons

Staff should be aware at all times of the need to develop and maintaining appropriate professional working relationships with pupils. Relationships between staff and pupils should be characterised by fairness, openness and respect.

Where one to one teaching takes place e.g. peripatetic music lessons or one to one coaching, every effort should be made to develop clear boundaries and a culture of professional practice and appropriate working relationships.

Visiting Speakers

Before inviting visiting speakers, the school, as part of its prevent duty, will check that these visitors are suitable and appropriately supervised. This means that, even in cases where specific vetting checks are not prescribed the school will do background checks e.g. by verifying the legitimacy of any references/recommendations.

Boarding Pupils

There is a policy, known to staff and used in practice, for searching for and, if necessary, reporting any boarder who is missing from school and recording any incident, the action taken and the reasons given by the pupil for being missing. See relevant Boarding Policies for further details. Boarding staff are made aware of the need for constant vigilance in terms of inter pupil relationships and the potential for peer abuse.

EYFS Setting

In addition, within the EYFS setting mobile phones may not be used. Photographs will only be taken using the school's designated camera.

As part of our EYFS regulatory duties, the school will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). The school will also notify Ofsted of the action taken in respect of the allegations. These notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

Contact Details of School's Designated Safeguarding Lead

Anthony Kirk-Burgess (Headmaster) 01264 325900
akirk-burgess@rookwoodschool.org

Contact Details of School's Deputy Designated Safeguarding Leads

Richard Hick (Deputy Head) rhick@rookwoodschool.org
Liz Hacker (Head of the Senior School) ehacker@rookwoodschool.org
Laura Wowk (Head of the Lower School) lwowk@rookwoodschool.org
Jennifer Jellard (Assistant Head, Academic) jjellard@rookwoodschool.org
Debbie Dwyer (Head of Boarding) ddwyer@rookwoodschool.org
Rachel Osmond (Nursery Manager) rosmond@rookwoodschool.org

Telephone: 01264 325900, all of the above, except for Head of Boarding: 01264 562340

Contact Details of the Local Agency Responsible for Safeguarding / Child Protection

Central Reception Team (to make a referral) 01329 225379 (email: cspprofessional@hants.gov.uk)
Hampshire Safeguarding (HSCP) 01962 876230
Hampshire Children's Services 0845 603 5620 (out of hours: 0845 600 4555)
Hampshire Child Missing in Education 01962 845363
Local Area Designated Officers 01962 876364

Other useful contact details:

Disclosure and Barring Service 0870 9090811
NSPCC Child Protection Line 0808 800 5000
Hampshire Police 101 (or in emergencies 999)
NSPCC Whistleblowing Advice Line 0800 028 0285 (email: help@nspcc.org.uk)
Department for Education Helpline 020 7340 7264

To report concerns regarding extremism and the risk of radicalisation:

prevent.engagement@hampshire.pnn.police.uk
counter-extremism@education.gsi.gov.uk

To report allegations against the Headmaster:

Mrs Carolyn Hardiman (Chair of Governors) CHardiman@rookwoodschool.org