

Child Protection (Safeguarding) Policy

Culford School puts at the centre of its operation the safeguarding of the pupils of the school. There is a commitment to keep safeguarding at the forefront of every employee and volunteers mind. We encourage a culture of challenge, not just to act when there is a need, but also in the way we think to ensure the risks of harm to the pupils' individual welfare are minimised.

This policy and procedures are in accordance with the following national guidance:

- **Keeping Children Safe in Education (Sept 2021) (KCSIE)**
- **Working Together to Safeguard Children (July 2018)**
- **Sexual violence and sexual harassment between children in schools and colleges (Sept 2021)**
- **The Prevent Duty (June 2015)**

And locally agreed inter-agency procedures for Suffolk Safeguarding Partnership.

Key Contacts;

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Multi Agency Service Hub (MASH) Advice Line 0345 6061499
Customer First 0808 8004005
Suffolk Safeguarding Partnership (SSP) suffolkscb.org.uk
Local Authority Designated Officer (LADO) LADOcentral@suffolk.gcsx.gov.uk 0300 1232044
Department of Education dedicated telephone line 0207 3407264
Counter-extremism@education.gsi.uk

NSPCC Whistleblowing Helpline 0800 028 0285
help@nspcc.org.uk

The policy is made available to parents on the school website. The policy and procedures will be reviewed annually by the Governing Body. The procedures, and the efficiency of their dischargement, will be assessed; any deficiencies or weaknesses identified in child protection arrangements will be

remedied immediately. The school will undertake an annual review of the risk for children being drawn into terrorism.

Culford is one of nine Trust Schools as part of the Methodist Independent Schools Trust (MIST). MIST Trustees have the ultimate legal responsibility for these Schools. In order to exercise these duties effectively, MIST makes extensive delegation to the School Governing Bodies. But MIST does not divest itself of legal responsibility for any action taken arising from this delegated authority.

MIST, together with the nine Schools within it, is a single legal entity. School Governors, therefore, govern their Schools in effect as sub-committees of the MIST Trustees. The Schools are, however, separately registered with the Department for Education (with MIST as their Registered Proprietor).

[MIST Safeguarding Policy](#)

Culford Child Protection (Safeguarding) Policy

This policy should be read alongside the Anti-Bullying Policy, which defines bullying in the following way:

There are different sorts of bullying but the three main types are:

- **Physical:** any form of physical contact, to include hitting, tripping, kicking, taking or hiding belongings. Wilful interference with property, which includes hiding, damaging, removing and unauthorised borrowing.
- **Verbal:** persistent or malicious name calling; for example teasing, insulting, threatening and swearing. Any racial, religious, cultural, sexual/sexist, homophobic, disability names, words, references or suggestions are included. This also includes messages or statements written on internet sites, or as text messages, about others.
- **Emotional or psychological:** any behaviour, passive or active, which is deliberately unfriendly, including tormenting and any action which makes other people feel uncomfortable, humiliated or excluded; for example spreading rumours, looks, graffiti, intimidating gestures or social exclusion of others. This includes sending messages via text or computer to others in which derogatory or defamatory statements are made about others, and which encourage, support or involve others in abuse or bullying of a third party.

These definitions also include any form of sexual harassment, racial abuse, sexual/sexist and homophobic behaviour, religious intolerance, culturally offensive references or words, inappropriate or offensive references to disability.

Bullying also includes defamatory texts, sexting or e-mails, offensive phone calls or any other offensive electronic messages or images. It is unlawful to disseminate defamatory information in any media including internet sites, social web-sites, mobile 'phones, text messages, photographs, posters and emails. Banter, the playful and friendly exchange of teasing remarks, can easily be misinterpreted as bullying and as such is discouraged. Abuse is abuse and will never be tolerated or passed off as banter, just having a laugh or part of growing up.

The threshold between bullying and abuse is where a child is or might be at risk of significant harm.

Culford School recognises that:

- The welfare of children and young people, their families, parents and carers is the primary concern
- All children and young people whatever their age, ability, culture, disability, gender, language, racial origin, religious belief and/or sexual identity have equal rights to protection from abuse
- It is the responsibility of the statutory agencies to determine whether or not abuse has taken place but it is everyone's responsibility to report any concerns
- All incidents of suspicious poor practice and allegations should be taken seriously and responded to swiftly and appropriately
- Children with a social worker may be more vulnerable and need additional support. The school will liaise closely with the team around the child.

Teaching Children to Keep Themselves Safe

Culford School believes in educating pupils to stay safe, including online, and policies contained in the School Handbook reflect this. This is done largely through the comprehensive Learning for Life (PSHCE) programme, but also through tutorials and house meetings.

For employees and volunteers, this policy should be read alongside the Staff Code of Conduct, to be found under Employment Handbook and also alongside the rules on appropriate use of restraint in Contact and Relationships with Pupils. It should also be read alongside Keeping Children Safe in Education (September 2021) Part One and Annex A (which must be read by those working directly with children), which can be found in the Culford School Safeguarding Induction Handbook for Education Based Staff and Volunteers (August 2021) or by visiting www.gov.uk. This policy is also aligned to Working Together to Safeguard Children (2018).

Safeguarding is defined by the Children Act 1989 and 2004 and Joint Chief Inspectors Report on Arrangements to Safeguard Children (2002) as meaning that: 'Agencies and organisations working with children and young people take all reasonable measures to ensure that the risks of harm to the individual's welfare are minimised.' The Children Act 1989 states the legal definition of a child is 'a person under the age of 18' Culford School extends this definition to include all pupils in the School, even those who have reached the age of 18.

Safeguarding and promoting the welfare of children is defined in KCSIE 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.

Procedure in the Case of Suspected Child Abuse

All employees and volunteers must be aware that any child within the School may suffer physical, sexual or emotional abuse, or neglect; at home, in school or away from both settings. Abuse may be perpetrated by parents, or those having parental responsibility, siblings, staff, other adults or other children, within the working day or in the boarding setting, individually or in groups. Sadly, abused children are found in families from all social groups and in all settings. Colleagues should, therefore, be sensitive to behavioural and physical indicators which may draw attention to the possibility of abuse. When employees or volunteers see any signs which cause them concern they may have the opportunity to seek information, with tact and sympathy, from the child. They should report their concern to the DSL or DPSL by completing a concern on ISAMS Wellbeing Manager.

Should an employee or volunteer not be in a position to complete a concern in this way then they should seek to meet with the DSL or a DDSL by contacting reception.

Recognising Concerns, Signs and Indicators of Child Abuse

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations

- Eating disorders such as anorexia or bulimia.

Signs of possible emotional abuse

- Mental Health: Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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 another child or children

The following indicators listed under the categories of abuse are not an exhaustive list; refer to p12 onwards and 13 and Annex A of KCSIE for addition information for a comprehensive list of specific safeguarding issues.

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating or otherwise causing physical harm to a child. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of explorations and learning, preventing the child participating in normal social interactions. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

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 on 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 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.

Female Genital Mutilation (FGM)

FGM is a form of serious harm and should be reported to the police immediately. The DSL is likely to be involved in this process.

Neglect

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.

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. It is important to recognise the experience of male and female victims can be very different.

Preventing Radicalisation

A pupil at risk of radicalisation may display some or many of the signs of other forms of abuse but they may also become more confident, willing to offer opinions more in class and willing to discuss more things with adults, including possibly talking about religious beliefs.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Peer on Peer/Child on Child (Prep and Pre-Prep) Abuse

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. Culford School take a zero tolerance approach to abuse.

Children are vulnerable to abuse by their peers. Such abuse is taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action. The School recognises that girls are more likely to be victims than boys.

Peer on Peer abuse is most likely to include, but may not be limited to, bullying (including cyberbullying), physical (hitting, biting, hair pulling etc.), gender based violence/sexual assaults, including up skirting, (typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm); and sexting. Staff should be clear as to the policy and procedures with regards to peer on peer abuse and this policy should be read in conjunction with policies for e-safety, anti-bullying and Learning for Life (PSHCE).

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Domestic abuse in intimate relationships between pupils is a form of peer on peer abuse.

Following a report of sexual violence or harassment, the DSL or DpSL will make an immediate risk and needs assessment.

Every report will be considered on a case-by-case basis with immediate consideration being given to how best to support the victim and the alleged perpetrator. When to inform the alleged perpetrator(s)

will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school or college should speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations.

However, this does not and should not stop the school or college taking immediate action to safeguard their children, where required.

Any allegation of peer on peer abuse, including sexual harassment or violence, will be followed up in accordance with the Anti-Bullying Policy and victims will be reassured that they are being taken seriously and that they will be supported and kept safe.

The School recognises that all parties involved, including victims, perpetrators and any other child affected by peer on peer abuse, will need individual support, which could come from any member of the pastoral team including peer counsellors, external agencies (including charities) and health care professionals. Children may not find it easy to tell staff about their abuse verbally and a report may come from staff overhearing a conversation. If staff have any concerns about a child's welfare they should act immediately.

Children Missing Education (CME)

Culford School is committed to identify, where possible to do so, CME, and works with the Local Authority (LA) to ensure procedures under the statutory guidance of September 2016 are met, this includes informing the LA in cases where children leave the school at non-standard transition points.

At least two emergency contact details for each pupil are stored on the School's database system.

The school has clear policy on situations where pupils are suspected missing during the school day.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". These 'businesses' are targeting children from more diverse range of backgrounds.

If someone is in immediate danger or a crime is taking place the police should always be called on 999. Anyone with information should contact Suffolk Police on 101 or if they would prefer to stay anonymous call Crimestoppers on 0800 555111. Professionals and volunteers working with children can contact the MASH (Multi-Agency Safeguarding Hub) consultation line on 0345 606 1499.

Extra-Familial Harms

Extra-familial harms to describe the risks that children and young people face from their peers or in the wider community including:

- Online safety
- Sexual exploitation
- Criminal exploitation
- Radicalisation
- Trafficking

Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

We are in an [Operations Encompass](#) area and as such should expect the Police to report to us any situations in which they have been called to the home of a pupil who has witnessed Domestic Abuse. Our contact is PCSO Beverly Swain.

Culford may not receive information from forces where the home address is not local.

Online Safety

Pupils are taught on how to stay safe online through the Learning for Life programme and staff receive regular training. Areas of risk considered are:

- **Content:** being exposed to illegal, inappropriate or harmful content
- **Contact:** being subject to harmful online interaction with other users
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams

Early Help

Culford School recognises the importance of early help and staff are aware of the role they play in recording and following up concerns to try and deescalate potential situations that could lead to the abuse of vulnerable children. Staff are also made aware of pupils that may be particularly vulnerable at any given time or who face issues that make them more likely to put themselves in vulnerable positions through their own actions, especially those with Special Educational Needs or Disabilities (SEN/D). All pupils will receive the pastoral support required in line with their needs.

Where concerns have been raised staff should consider the wider family and other factors that may pose a risk for the child.

Referral Procedures

Staff and volunteers should make a careful note of the injuries or behaviours which have caused concern using ISMAS Wellbeing Manager. If abuse is suspected, it will be essential to have a record of all information available. Colleagues should note carefully in writing on the ISAMS Wellbeing Manager, noting what they have observed and when they observed it. Signs of physical injury should be described in detail or sketched. Any comment by the child concerned, or by an adult who may be an abuser, about how an injury occurred should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made. Staff and volunteers should listen carefully to anything the child says. A sensitive and caring response is, therefore, essential. No attempt should be made to challenge or undermine a child's story. In following up a concern the child's wishes and feelings are taken into account. If an injury is observed, Staff and volunteers may ask the child how the injury happened. Our role is to note and pass information on accurately, not to conduct the early stages of an investigation. All concerns will be followed up by the DSL or an DPSL and the responses noted and filed.

If there is still concern, e.g. if the explanation for an injury is inconsistent with the signs observed, staff and volunteers should make a careful note of what has been heard and observed, sign, date it and note the time. Great care must be taken to ensure that actions taken by any person to whom disclosure is made do not contaminate future evidence or impede investigation. This means that once the disclosure has been made, any questioning must be limited to the minimum necessary to seek clarification and should avoid leading the child by making suggestions or asking questions that introduce the adult's own idea of what may have happened.

Employees and volunteers will not give absolute guarantees of confidentiality to children or adults as they are bound by law to ensure that all allegations of abuse are reported. They can reassure the child or adult that such information will be restricted to those persons who need to know, in order to ensure that such matters are appropriately dealt with. Sources of such information will be regarded as confidential, where this does not conflict with the safety of the child. The child will be told what is likely to happen next but, although it is appropriate to agree to support the child throughout the investigation process, it is not helpful to make promises that it is not possible to keep. The matter should be referred immediately to the DSL or DPSL Lead, who are the designated persons under the terms of the Children Act. If contact cannot be made with either of these people, it is important that a referral is made nevertheless.

Anybody can, and should, make a referral if they feel it is in the best interest of the child to do so. In most cases the safeguarding lead should be informed at the earliest opportunity.

Safeguarding matters must not be investigated by school staff although they may be asked to take part in a strategy discussion or further meetings if Children's Social Care consider that there is reasonable cause to suspect that the child is suffering, or is likely to suffer, significant harm or if staff are implicated.

The DSL will report immediately to Children's Social Care where a child is at risk of serious harm.

The DSL or DPSL is responsible for record keeping and tracking each case. When concluded, documentation will be filed in the Child Protection File in the Headmaster's Office. This will be reviewed annually by the governor responsible for Safeguarding issues.

Children who are in need of additional support from one or more agencies but who have not suffered or likely to suffer significant harm should be reported to Children's Social Care immediately, using the Common Assessment Framework (CAF) and 'team around the child' (TAC) approach.

If a pupil is identified as being at risk of radicalisation, the DSL will consider the level of risk to identify the most appropriate referral, which could include Channel or children's social care.

In serious cases or if a crime may have been committed then it will be referred to the police.

Low Level Concerns

A low-level concern is any concern, no matter how small and even if no more than a 'nagging' doubt:

- That an adult may have acted in a manner inconsistent with the School's Code of Conduct or Child Protection Policy
- That does not lead to a referral to the LADO, and hence meet the threshold for an allegation as set out in KCSIE (2021).

Staff are encouraged to self-refer, it serves a number of purposes, and it demonstrates an understanding of the expected behavioural standards and is an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

Staff should report to the DSL or Headmaster should they have concerns about the behaviour of another colleague. If the concern is about the DSL it should be reported to the Headmaster, if it is about the Headmaster it should be reported to the DSL or the Governor responsible for Safeguarding. Referrals can be either verbal or in writing.

The concern will always be dealt with by the most appropriate person in the school, which will usually be the Head, the DSL or the Line Manager of the individual. In most cases this is likely to be a conversation with the individual about whom the concern has been raised.

Records of all low-level concerns are recorded in writing and kept in a central low-level concerns file, not on personnel files.

Confidentiality

Sometimes, it is only when information from several sources has been shared and combined that it becomes clear that a child is at risk. Personal information about children and their families will usually be confidential and should not be disclosed to a third party without the consent of the subject. **However, the law allows for the disclosure of confidential information where this is necessary to safeguard a child or children in the public interest.** Disclosure of confidential information must be justifiable in each case, according to the particular facts of the case and must be limited to those people who need to know in order to take appropriate action.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children

Where possible the DSL and DPSL will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Where a child leaves Culford for another school all safeguarding records will be transferred to the child's new school within 5 working days.

Safer Recruitment

When recruiting, interview panels will contain at least one member who has appropriate training in safer recruitment. All members of staff, Common Room, non-teaching, and volunteers who fulfil the tests of frequency, and who have unsupervised access to either pupils or boarding accommodation, are subject to formal checks through the Disclosure and Barring Service (DBS). Their appointment is subject to receipt of a satisfactory check. No member of staff or volunteer will begin work until all necessary checks are complete. In the case of the employment of staff from overseas, every effort will be made to check their background so that any relevant events that occurred outside the UK can be considered and this will, if possible, include a police check. A letter from the professional regulating authority in the country in which the member of staff has worked will be requested confirming that they have not imposed any sanctions or restrictions and or that they are aware of any reason why the staff member may be unsuitable to teach. Verification will be obtained that applicants for teaching posts are not subject to prohibition by the Secretary of State.

The qualifications, career histories, identity, medical fitness or right to work in the UK of all staff will be scrutinised prior to confirmation of their appointment. Checks will be made to ensure that they have not been prohibited from teaching by the Secretary of State for Education. At least two references will be required, one of them from the previous employer. A checklist of action taken to ensure the safer recruitment of staff will be attached to the files of all newly appointed staff. Responsibility for ensuring that these checks have been undertaken lies with the person making the appointment, usually the Headmaster or the Finance and Operations Director.

The School will take all reasonable steps to gain assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation who work with Culford pupils. This includes a requirement to ensure that external bodies have carried out appropriate checks on their staff when taking pupils away on trips. This is covered on the paperwork required before pupils are taken away on a trip.

All Senior Leaders and Managers, including Heads of Department, will have a Section 128 Check.

Training

The DSL or DPSL Lead will be suitably experienced members of staff and members of SMT who will be given training and time to fulfil their roles. The DSL has a job description outlining their role. All members of staff and volunteers, who are closely involved with children, are made alert to signs of abuse and how to respond appropriately to allegations or suspicion of abuse. The programme for the induction of new staff and volunteers includes training in child protection procedures, including online safety, and the Prevent Duty. Staff will receive suitable training every three years; temporary, part-time and voluntary staff will also attend these sessions. All staff will receive annual updates and measures are in place to check understanding. DSL or DPSL's will receive additional training in multi-agency working, and training for their roles as Child Protection Officers at least every two years. Employees and volunteers are also given guidelines on what is and what is not appropriate behaviour in relation to children, particularly in a boarding context, and are made aware of the DfE guidelines on the appropriate use of force. There is clear policy on who is responsible when the DSL is off site.

Training will also be provided on this Child Protection Policy, the Staff Code of Conduct, the identity of the DSL and DPSL's; and all staff and volunteers must be given, read and be aware of Part One of Keeping Children Safe in Education. A central register of staff who have read KCSIE Part One and Annex A will be kept by the Finance and chief operating Officer. Employees and volunteers are made aware of how they should respond to the range of child protection issues that might arise when they are on duty in the Houses. The training of Prefects will include a briefing on appropriate action to take should they receive any allegations or have suspicions of abuse.

There are clear guidelines for those working in the Early Years setting for the restriction of use of mobile phones and cameras. As children enter the school parents confirm, or otherwise, to give permission to have photos of their child(ren) taken. Photos are only ever taken using school equipment, which is locked away when not in use. Staff are asked to keep their phones locked away when in school. Parents are discouraged from using their mobile phones in the school building and at school events. During school events such as the nativity, a professional photographer comes into school.

Management and Monitoring of Safeguarding

The work of the DSL or DPSL will be supervised annually by the governor responsible for Safeguarding. This policy 'Child Protection (Safeguarding)' will be reviewed as well as the records of any Child

Protection incidents that have occurred in the previous 12 months. The Safeguarding Self-Assessment Tool for Schools as provided by Suffolk Safeguarding Partnership will be completed by the DSL and review of this document by the DSL and Safeguarding Governor will constitute the annual review. This review will be minuted by the Governors who must also read and agree the Safeguarding Policy.

Whistle-Blowing

All employees must raise with the Headmaster any concerns they may have about the School's practices or the behaviour of colleagues or others, which may put pupils at risk of abuse or serious harm. The Headmaster will discuss the allegation with the LADO. The School provides immunity from retribution and disciplinary action to employees who report any such concerns in good faith. Any concerns regarding the behaviour of DSL or DPSL should be raised with the Headmaster, who will refer it immediately to the Chair of Governors and the Governor responsible for Safeguarding, Mrs Patricia Abbott, and the Local Area Designated Officer.

Any concerns regarding the behaviour of the Headmaster should be referred directly to the chair of Governors. The Headmaster will not be informed if the allegation is against him.

Concerns about a member of the Governing Body should be reported directly to MIST General Secretary.

Culford School's Policy is in line with that of our Proprietor, MIST.

[MIST Whistleblowing Policy](#)

In the case of possible serious harm the police should be informed. Anybody can make a referral directly to Children's Services to Customer First, 0808 800 4005.

If a member of staff has been dismissed or removed as a result of a referral the school will inform the DBS. If a teacher has been guilty of professional misconduct then the NCTL will be made aware. In Pre-Prep any allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises, will be reported to Ofsted as soon as possible and within 14 days.

Levels of Supervision

All Boarding Houses have at least one member staff/matron in the Houses (or on occasion in the immediate vicinity, such as adjacent Houses or dining hall) twenty four hours per day, seven days a week. At the start of each term rotas are agreed with teams of staff/matrons which also take into account staff supervising school activities and outings. There are always at least two members of staff in residence overnight. Pupil privacy is respected with regard to dormitories, WC and showers, and staff are aware of the need to be visible when on duty but not intrusive to the needs of the pupils. New employees and volunteers receive detailed guidance on performing duties as part of their induction process. It is one of the areas on which new colleagues are assessed during their induction year.

Where pupils are taken on outside visits and excursions, an excursion form must be completed, giving details of the nature of the activity and arrangements for supervision. A risk assessment is attached to the form. An ISAMS print-out of personal and medical details is attached. Consent is only given to the excursion if the person responsible for trips in each school is satisfied with the pupil-teacher ratio and the arrangements for supervision. Pupils travelling on School minibuses are instructed to use seat-belts on all occasions.

Where additional adults, who are not employees of the School, are supporting an excursion or activity, supervision arrangements will be such that they do not have unsupervised access to children.

One-to-one situations policy

We recognise that one-to-one work is a component of working with children: tutorials where sensitive management and pastoral care is necessary; music lessons; sports coaching. Under such circumstances staff are expected to use their professional judgement to assess what degree of privacy is necessary. Managers of such areas where one-to-one working is required are expected to exercise appropriate supervision of colleagues and volunteers and to assess and mitigate any risks. It is recognised that one-to-one situations can make pupils and adults vulnerable.

One to one situations have the potential to make child/young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should

be recognised so that when one to one situations are unavoidable, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of pupils and the adults who work with them.

Pre-arranged meetings with pupils away from the school premises are not permitted unless approval is obtained from their parent and the Headmaster or other senior colleague with delegated authority.

Staff must immediately report any occasions where a child becomes upset or angry in a one-to-one situation, or when the conduct of a one-to-one meeting has caused concern.

Reviewed August 2021

By Julian Johnson-Munday (Headmaster), Gavin Reynolds (Designated Safeguarding Lead) and Patricia Abbott (Governor responsible for Safeguarding).