



SAFEGUARDING POLICY

Safeguarding and Child Protection Policy

Weybridge International School of English believe that it is unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice, which protects them.

“Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a picture of a child’s needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.” **Working Together to Safeguard Children 2018.**

The aim of the policy:

- Provide guidance on procedures for staff if they suspect a child or young person may be experiencing or be at risk of harm
- To promote and prioritise the safety and wellbeing of young people and children under 18, who receive teaching or tutoring services
- Provide assurance to parents, carers and other parties that we take reasonable steps to manage risks and keep children safe
- Ensure that everyone understands their roles and responsibilities in respect of safeguarding and is provided with the necessary information, training and support on safeguarding matters
- Prevent the employment of individuals in work with children where they have been barred by the DBS or are an unacceptable risk to vulnerable groups
- Ensure that appropriate action is taken in the event of any allegations or suspicions regarding harm to children

Purpose of the policy

To ensure that all members of WISE are aware:

- It is a mandatory requirement that everyone is aware of their responsibilities in relation to safeguarding and child protection
- Procedures should be followed if they have a cause for concern
- How to report concerns or suspicions
- Where to go to find additional information regarding safeguarding
- Key indicators relating to child abuse

Child Protection Policy

This policy applies to all staff and anyone working on behalf of Weybridge International School.

Legal framework

This policy has been drawn up based on law and guidance that seeks to protect children namely:

Children's Act 1989

United Convention of the Rights of the Child 1991

Data Protection Act 1998

Education Act 2002

Sexual Offences Act 2003

Female genital mutilation act 2003

Children Act 2004

Protection of Freedoms Act 2012

Anti -social Behaviour, Crime and Policing Act 2015

Counter Terrorism and Security Act 2015

Children and Social Work Act 2017

Keeping Children Safe 2018

Working together to Safeguard children

Relevant government guidance on safeguarding children (Elmbridge Borough Council)

We recognise that:

- All staff have responsibility for safeguarding children at WISE
- Children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abusive behaviour
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issue
- Working in partnership with children, young people, their parents and other agencies is essential in promoting young people's welfare

We seek to safeguard children by:

- Valuing them, listening to and respecting them
- Adopting child protection practices through procedures and a code of conduct for staff
- Developing and implementing an effective e-safety policy and related procedures
- Providing effective management for staff and volunteers through supervision, support and training
- Sharing information about child protection and good practice with children, parents, staff and volunteers

Role of teacher or tutor

- Act immediately if worried and through written form as detailed below
- Provide a safe environment in which children can learn
- Access Support and advice from the designated safeguarding lead
- Identify signs of abuse and concerns early
- Provide help
- Prevent concerns escalating
- Follow referral process
- **Maintain an attitude 'it can happen here'**

Teachers and tutors need to understand

- The role of the designated lead
- The Code of Conduct Policy which supports the safeguarding policy
- The safeguarding response to children who go missing. Steps outlined in the Code of Conduct.

Information Sharing

Essential for early identification of need, assessment and provision to keep children safe. It is also important for the identification of patterns of behaviour. Fears about sharing information must not be allowed to stand in the way of the need to promote welfare and protect the safety of children.

Designated Safeguarding Lead

Rowan Johnson is the designated safeguarding lead and has knowledge and skills in recognising and acting on child protection concerns. The deputy leads are Amanda Thorogood and Liz Denham. The designated lead will act as a source of expertise and advice and is responsible for coordinating action within the school and liaising with staff and other agencies.

The designated Safeguarding Lead will act swiftly and make appropriate referrals to the Local Authority Designated Officer where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

All members of staff and volunteers who have a suspicion or concern that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Safeguarding Lead, who will refer on to Children's Social Care Assessment and Joint Investigation Service.

Recruitment

WISE will ensure through the recruitment and selection of tutors and teachers that all people who work in our school are suitable to work with children. Teachers are carefully selected and screened. Specific mandatory questions will be asked including any reason why the prospective teacher should not be employed or work with children.

WISE will have had sight of an applicant's:

- Birth certificate, passport and/or driving licence
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history and any gaps accounted for Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health and care plan

DBS Checks

We ensure all staff are DBS checked prior to employment with a WISE Advanced DBS check. DBS checks are undertaken on existing employees after 3 years

Children who may require help

If early help is required, the Designated Lead will lead on liaising with other agencies and set up an inter-agency assessment.

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

- 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 misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care

- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploit
- Is a privately fostered child

Abuse

Surrey Safeguarding Children's Board define abuse as "a form of maltreatment of a child.'

Child abuse happens when a person – adult or child – harms a child or fails to act to prevent harm. It can be physical, sexual or emotional, but can also involve a lack of love, care and attention. Children who suffer abuse may struggle to find the words to speak out, so it's vital that anyone working with children or young people is vigilant for the signs of abuse.

Any physical or sexual abuse of a child or tutor is an offence under UK law. If a tutor receives information about such abuse from the student or other person present, they should reassure the person that they can get assistance for them. It is the responsibility of the tutor to contact the Designated Lead and report what has been witnessed.

Children may be abused:

- In a family
- In an institution
- In a community setting
- By a stranger
- Online
- By an adult or adults
- By another child

Physical Abuse

'Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and factitious illness by proxy. This includes excessive punishment. ' SSCB 2018.

Symptoms:

- Behaviour changes/wet bed/withdrawal/regression
- Finger marks
- Frequent unexplained injuries
- Broken bones
- Afraid of physical contact
- Cuts and grazes

- Violent behaviour during role play
- Cigarette burns
- Unwillingness to change clothes
- Cowering
- Aggressive language and use of threats
- Bruising in unusual areas
- Changing explanation of injuries

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.’ SSCB 2018

Teachers/tutors must be concerned if there is actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child’s health or development, including failure to thrive.

Symptoms:

- Not wanting to go home with parent or carer
- Lack of appropriate clothing
- Dirty
- Cold
- Complaining of body sores
- Hunger – complaining of urine smells
- unkempt hair
- No parental interest
- Not wanting to communicate
- Behaviour problems
- Attention seeking
- Lack of respect
- Often in trouble – police
- Bullying
- Use of bad language
- Always out at all hours
- Lack of confidence – low self-esteem
- Stealing
- Jealousy
- Significantly underweight

Emotional Abuse

‘Persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development.’ SSCB 2018

Teachers/tutors must be aware of actual or if there is a risk of persistent emotional ill-treatment or rejection of a child. Emotional abuse has a severe adverse effect on the emotional and behavioural development of a child. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms:

- Crying
- Rocking
- Withdrawn
- Not wanting to socialise
- Cringing
- Bad behaviour
- Aggression
- Behaviour changes
- Bribery by parent
- Self-infliction
- Lack of confidence
- Attention seeking
- Isolation from peers – unable to communicate
- Clingy
- Afraid of authoritative figures
- Treating others as you have been treated

Sexual Abuse

‘Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles. ‘SSCB 2018

Sexual abuse is often perpetrated by people who are known and trusted by the child. Children can be subject to child sexual exploitation.

Symptoms:

- Inappropriate behaviour – language
- Withdrawn
- Change of behaviour
- Role play
- Rejecting physical contact or demanding attention
- Rocking
- Physical evidence – marks, bruising
- Knowledge
- Pain going to toilet, strong urine
- Stained underwear
- Bruising/marks near genital area
- Drawing – inappropriate knowledge
- Relationships with other adults or children for example, being forward

Peer on peer abuse

Education settings are an important part of the inter-agency framework not only in terms of identifying, evaluating and referring concerns to Children’s Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting. If one child or young person causes harm to another, this should not

necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned
- Whether the perpetrator has repeatedly tried to harm one or more other children;
- Whether there are concerns about the intention of the alleged perpetrator
- Peer on peer abuse can manifest itself in many ways. This 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
- Youth produced sexual imagery, or the sharing of images and videos is unlawful to those under 18.

Child Sexual Exploitation

'Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity.' SSCB 2018

The victim may have been sexually exploited even if the sexual activity appears consensual. It can occur through use of technology.

Child Criminal Exploitation

Children are at risk by gang activity, through participation in and victims of, gang violence. Children are vulnerable to recruitment into gangs and is a typical feature of "county Lines." This is serious organised crime such as carrying drugs and money.

Modern Day Slavery

It is estimated there are 21-70 million people being used and it refers to "human trafficking." Modern Day Slavery Act 2015 sets out offences of slavery, servitude and forced labour as being an offence.

Honour Based Violence

A collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour.

Violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking the honour code.

It is considered a violation of human rights and may be a form of domestic/sexual abuse.

Forced Marriage

Forcing or coercing a person into a marriage is a crime. Coercion may include, physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may overly empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation

Female Genital Mutilation

Female genital mutilation (FGM) is illegal. It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18's to the police immediately. It does not go via the DSL but they should be informed.

Prevent

The Prevent Designated Lead is Amanda Thorogood. Her details are at the end of the document. Staff receive training on the Prevent agenda. They have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. If a member of the school staff, volunteer, visitor or other member of the school community has any concerns over views or opinions expressed they should report these to the Designated Lead.

On line safety

Under 18's should not be left with any internet device whereby they can access adult sites.

Missing Child

A child that goes missing could potentially be at risk of abuse or neglect. This is taken seriously. Should this happen:

- Inform the Designated Safeguarding Lead
- She will inform the parent/guardian and Managing Director (Liz Denham)
- She will notify the Police and take advice
- All relevant authorities will be notified when it is deemed necessary

Dealing with a disclosure

All staff will have safeguarding training so if a child discloses that he or she has been abused in some way, the member of staff will know it is their responsibility to:

- Listen to what is being said without displaying shock or disbelief, accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator

- Explain what must be done next and who has to be told
- Make an accurate signed written record (see Record Keeping)
- Pass the information to the Designated Senior Person without delay

Record Keeping

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the General Data Protection Regulation (GDPR) which allow them to store and share information for the police and social services, including information which is sensitive and personal, and should be treated as 'special category personal data'.

If any of the symptoms above are noticed and there are concerns then this should be discussed with Rowan Johnson and then all concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

If in doubt about recording requirements staff should discuss misunderstandings with Rowan Johnson.

When a child has made a disclosure, the teacher must:

- Record on paper as soon as possible the conversation. Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child. This is handwritten and not typed.
- Use the school record of concern sheet which is kept in the safeguarding file and labelled under record of concern. It is obtained from Rowan Johnson or the office manager
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Safeguarding Lead promptly. The Record of Concern form and additional details will be recorded. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005. Reports will be kept in a secure location with access restricted to safeguarding leads.

You should be informed by the DSL what has happened. If you do not receive this information seek it out or contact MASH if you are concerned.

Photographing children

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. Permission is sought using the photo consent form.

Confidentiality and Information Sharing

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff, who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Implementation monitoring and review

All adults can see the Safeguarding and Child Protection Policy on shared WISE documents or a hard copy will be kept in reception. Adults will be asked to sign to say that they have read and agree to follow its procedures. It will be introduced to new staff on their induction and discussed at staff meetings. Safeguarding and child Protection will be a regular agenda item at staff meetings. It will be reviewed annually by the directors of WISE. Compliance of the policy will be monitored by the designated safeguarding lead.

Safeguarding Children: Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the designated lead. Although this can be difficult this is particularly important where the welfare of children may be at risk. The teacher may be the first to recognise that something is wrong but may not feel able to express their concerns because of disloyalty. These feelings must never result in a child or young person continuing to be unnecessarily at risk. This is a mandatory and disciplinary breach if abuse is known. It is often the most vulnerable children or young people who are targeted. These children need someone to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing

There is no negative impact on whistleblowing. Everyone has a responsibility for raising concerns about unacceptable practice or behaviour to:

- Prevent the problem worsening or widening
- Protect or reduce risks to others
- Prevent becoming implicated yourself

What stops people from whistleblowing

- Starting a chain of events, which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern

If symptoms of abuse are observed or there are, suspicions and uneasiness then it must be reported as soon as possible to the designated lead. The earlier a concern is expressed the easier and sooner action can be taken

- Define accurately the concern in writing using the record of concern in the safeguarding file , outlining the background and history, giving names, dates and places

Steps

- Make an initial record of the information related to the concern
- Report it to Rowan Johnson immediately
- The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available
- Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of the case
- The records must be signed and dated by the author or / equivalent on electronic based records
- In the absence of the DSL or their Deputy, you must be prepared to refer directly to MASH (and the police if appropriate) if there is the potential for immediate significant harm

What happens next

- You should be given information on the nature and progress of any enquiries
- WISE has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence

Training

WISE is committed to providing regular safeguarding and protection training which teachers/tutors must attend. Updates will be given and copies of relevant policies.

Making a Referral

Referrals should be made through **Rowan Johnson, the Designated Safeguarding Lead.**

Her contact details are: **07973 340785** or rowan.johnson@weybridge-english.com.

If the DSL is not present, then please contact either Amanda Thorogood or Liz Denham

Liz Denham-07737 046790 or liz.denham@weybridge-english.com

Amanda Thorogood-07894 504550 or amanda.thorogood@weybridge-english.com

If you are not satisfied with the response, then you should make a referral to:

MULTI_AGENCY SAFEGUARDING HUB (MASH) or the Police

MASH: 0300 470 9100

csmash@surreycc.gov.uk (children)

ascmash@surreycc.gov.uk (adults)

Emergency Duty Team: 01483 517898 (outside of hours)

Surrey Police: 101

The required Multi-Agency referral form (MARF) is available from www.surreyscb.org.uk

You can contact them for advice but will be asked to give the child's name in case they have other information.

Some concerns will be dealt with through the universal or targeted services (e.g. Early Help Assessment) Others through the children's services.