



SAFEGUARDING AND CHILD PROTECTION POLICY

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Summary of material changes since the 2022 version

The Policy was updated to reflect changes in KCSIE (2023), particularly the addition of references to school procedures for filtering and monitoring of online content.

- A new paragraph 57 was inserted to underline the School's commitment to effective filtering and monitoring
- See p. 46 for a full summary of changes since the 2022 version

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
ACE	Adverse Childhood Experience is the term used to describe traumatic experiences before the age of 18 that can lead to negative lifelong emotional and physical outcomes. Examples of these include any form of abuse, witnessing domestic abuse, substance abuse, co-existing mental illness etc.
CPOMS	Safeguarding, pastoral and wellbeing software
C-SPA	Surrey Children's Single Point of Access
DDSL	Deputy Designated Safeguarding Lead
DfE	Department for Education
DSL	Designated Safeguarding Lead
Early Help Assessment	Refer DfE document "Working Together to Safeguard Children"
EA	Equality Act 2010
FGM	Female Genital Mutilation
KCSIE	<i>Keeping Children Safe In Education</i>
LADO	Local Authority Designated Officer
HRA	Human Rights Act 1998
MASH	Multi-Agency Safeguarding Hub
NCTL	National Council for Teaching and Leadership (Now replaced by the TRA)
Staff	References to staff include full-time and part-time, employed, self-employed, supply and voluntary personnel.
TRA	Teaching Regulation Agency (Replaced NCTL)
Upskirting	Typically involves taking a picture under a person's clothing without them knowing and/or without consent, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence under the Voyeurism (Offences) Act which came into force on 12 th April 2019.

Staff Quick-reference Summary Guidance

It is essential that **everybody** at YMS understands their safeguarding responsibilities. Staff are advised to maintain an attitude **'it could happen here'**.

When concerned, staff should **always** act in the best interest of the student.

If staff have **any concerns** about a child's welfare, they should act on them **immediately**.

If staff have **any concerns** about a **student's** wellbeing and safety this should be reported to the school's DSL, Melanie Bloor-Black or Deputy DSL, David Bruce (see Appendix A). If, in exceptional circumstance, they are unavailable then escalate to the Leadership Team if appropriate.

If a student discloses information the person to whom the disclosure is made should:

- Listen carefully and calmly. Do not offer blanket confidentiality because this would not be in the best interests of the student. But do reassure that only those who need to know will be told.
- Do not ask leading questions or discuss the student with anyone other than the DSL or Deputy DSL. If, in exceptional circumstance, they are unavailable then escalate to the Leadership Team if appropriate.
- Record what has been said, keeping to the facts (preferably on CPOMS). Please do this after the disclosure so that the student has your full attention.
- Inform the DSL, Melanie Bloor-Black **as soon as possible** or Deputy DSL David Bruce (in person, via email, DSL phone or CPOMS). If, in exceptional circumstance, they are unavailable then escalate to the Leadership Team if appropriate. (See Appendix A).

If a child is in **immediate** danger or at risk of immediate harm, then staff should make an immediate referral to **C-SPA** (Surrey Children's Single Point of access). **Mon - Fri 0300 470 9100. 01483 517898 (out of hours hosted by the emergency duty team)**
cspa@surreycc.gov.uk and/or Surrey Police.

If staff have **any concerns** about a member of **staff** these should be reported to the school's Head, Ben Gudgeon. (See Appendix A)

If staff have **any concerns** about the **Head** this should be reported to the school's governing body. (See Appendix A)

Statement of Intent

This policy applies to everyone at The Yehudi Menuhin School.

The Yehudi Menuhin School is committed to safeguarding and promoting the welfare of children and requires all staff and volunteers to share this commitment.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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.

This policy complies with guidance issued by Surrey Safeguarding Children Board (SSCB) and has regard to the following publications:

- *Keeping Children Safe in Education* (September 2023)
- *Keeping Children Safe in Education – Annex B*
- *Disqualification under the Childcare Act 2006* (September 2018)
- *What to do if you’re worried a child is being abused* (March 2015)
- *Working Together to Safeguard Children* (September 2018)
- *Prevent Duty Guidance: for England and Wales* (April 2022)
- *The Prevent duty: Departmental advice for schools and childminders* (June 2015)
- *The use of social media for on-line radicalisation* (July 2015)
- *Sexting in schools and colleges: responding to incidents and safeguarding young people* (UKCCIS, August 2016)
- *Child sexual exploitation: definition and guide for practitioners* (DfE February 2017)
- *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges* (December 2017)
- *The use of social media for on-line radicalisation* (July 2015)
- *Multi-agency statutory guidance on female genital mutilation* (July 2020)
- *Data Protection Act (2018)*
- *Uk General Data Protection Regulation (UK GDPR)*
- *Human Rights Act 1998*
- *Equality Act 2010*

This policy is available to both parents and staff on the Yehudi Menuhin School website in accordance with Independent School Inspectorate regulations. Printed copies of the policy are available to parents on request from the School Reception. It is updated annually and whenever there is a change in the relevant legislation.

It should be noted that references to “child / children / young people” are considered to cover all pupils of the school, which includes young adults up to and including the age of 20.

Introduction

1. The Governors of the School recognise their responsibility under section 175 of the Education Act (2002), sections 7 and 8 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards)(England)(Amendment) Regulations 2012, and standard 8 of the National Minimum Standards for Boarding Schools (2022) to safeguard and promote the welfare of pupils at the School, and to work together with other agencies to ensure adequate arrangements within the School to identify, assess, and support those children who are suffering harm.
2. The School is committed to acting in the best interests of every child and recognises that safeguarding and promoting the welfare of children is the responsibility of everyone. It is the responsibility of all staff, volunteers and governors to always consider what is in the best interests of the child.
3. The School believes that it should provide a caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.
4. The needs and wishes of the victims of any safeguarding concern are paramount (along with protecting the child) in any response. It is important that they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, will be able to continue in their normal routine. Overall, the priority will be to make the victim's daily experience as normal as possible, so that the School is a safe space for them.

Aims

5. The aims of this policy are:
 - To support the child's development in ways which will foster security, confidence and independence.
 - To provide an environment in which children and young people feel safe from harm, secure, valued, respected and confident and in which they know how to approach adults if they are in difficulties, knowing they will be listened to effectively.
 - To raise awareness of all teaching and non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
 - To create an environment where staff feel confident about raising concerns and feel supported in their safeguarding role.

- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the School, contribute to assessments of need and support planning for those children.
- To emphasise the need for good levels of communication between all members of staff regarding safeguarding.
- To develop a structured procedure within the School to be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies; especially the Police and Surrey Children's Services.
- To operate safe recruitment procedures to ensure that all adults within our School, both staff and volunteers, who are involved in "regulated activity" with children have been checked as to their suitability.

Key School Personnel

6. The **Designated Safeguarding Lead (DSL)** with responsibility for child protection matters is Mrs Melanie Bloor-Black, Director of Pastoral Care. She has a Job Description specific to her role as DSL, as per the requirements of KCSiE.
7. In the absence of the Designated Safeguarding Lead, Mr David Bruce, the Director of Academic Studies and Deputy Designated Safeguarding Lead (DDSL), will act as her deputy.
8. Mrs Alice Phillips (Chair of Education and Welfare Committee) and Mr Geoffrey Richards (Vice Chairman of Governors and Chairman of the Risk Committee) are the Governors who have lead responsibility for safeguarding arrangements in the School. However, safeguarding duties remain the responsibility of the Board of Governors as a whole and who ensure that safeguarding and child protection are at the forefront, and underpin, all relevant aspects of process and policy development.
9. In the event of the need for a serious case review, the Governing Body and the Leadership Team, especially the DSL, should be aware of local arrangements with the three safeguarding partners (local authority, Integrated Care Boards, and the Police, working with local authority children's social care and other agencies as required. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator (s) and any other children that require support.

Human Rights Act

10. The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European

Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. Under the HRA, it is unlawful for the School to act in a way that is incompatible with the Convention with specific reference to the following:

Article 3: the right to freedom from inhuman and degrading treatment (an absolute right).

Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity.

Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination.

Protocol 1, Article 2: protects the right to education

Being subject to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

The Equality Act states the School must not unlawfully discriminate against pupils because of their sex, race, disability, religion, or belief, gender reassignment, pregnancy, maternity, or sexual orientation (protected characteristic). It should be noted that some pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic, transphobic bullying or racial discrimination.

Roles and responsibilities

11. We have ensured that the **Designated Safeguarding Lead**:

- a. Is appropriately trained according to Annex C of *Keeping Children Safe in Education*. This includes formal safeguarding training which is updated at least every two years, as well as updating knowledge and skills via other CPD routes such as e-bulletins, attending SSCB and MDS Safeguarding conferences, and keeping up to date with any development related to their role etc.
- b. Acts as a source of support, advice and expertise to the school community.
- c. Is accountable for the system of referral for safeguarding concerns and whether or how these concerns are escalated.
- d. Has an understanding of C-SPA procedures.
- e. Keeps written records in CPOMS of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file, with a mark on the general file to indicate the existence of the additional file. Written records should include:-
 - i. A clear and comprehensive summary of the concern;
 - ii. Details of how the concern was followed up and resolved; and

- iii. A note of any action taken, decisions reached and the outcome.
- f. Reviews records so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.
- g. Refers cases of suspected neglect and/or abuse to children's social care or the police in accordance with this guidance and the NSPCC - When to call the police
- h. If an early help assessment is appropriate, the DSL or Deputy will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Any such cases must be kept under constant review and consideration must be given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.
- i. Attends and/or contributes to child protection conferences in accordance with local procedure and guidance.
- j. Is a member of the School's Leadership Team.
- k. Co-ordinates the School's contribution to child protection plans.
- l. Develops effective links with relevant statutory and voluntary agencies.
- m. Ascertains that all staff sign to indicate that they have read and understood this policy and Part 1 of KCSIE and Annex B.
- n. Reviews the P2.2 Safeguarding and Child Protection policy at least annually and has it updated if necessary, ensuring the policy is available publicly via the school website
- o. Liaises with the Head to inform him or her of issues -especially ongoing enquiries under Section 47 of the Children Act 1949, and Police investigations. This should include being aware of the requirement for children to have an Appropriate Adult (i.e., Parent, Guardian or Social Worker) present while a student is being questioned, detained or searched by the Police. Due to the nature of the School and the overseas location of the majority of parents, the School would seek the parent's and pupil's consent for the DSL to act as the Appropriate Adult in these circumstances.
- p. Organises child protection induction for new staff.
- q. Organises comprehensive training at least every three years for every member of staff including ensuring that all staff are trained to manage a report of child-on-child sexual violence and sexual harassment. In addition there will be regular updates at least annually.

- r. Provides updates on specific and site relevant safeguarding matters at least three times a year at staff meetings (and by email) or whenever there are any changes in the relevant legislation. In addition, further email updates are also sent each half-term.
- s. Provides advice and support to the school regarding online safety, ensures that the School's e-learning policies are updated to follow KCSIE recommendations, and makes staff aware of said policies.
- t. Keeps a record of staff attendance at safeguarding training and ensures that this is correctly recorded in the Staff Training Register.
- u. Provides, with the Head, an annual report for the governing body detailing any changes to the policy, any training undertaken by staff, the number and type of incidents and the number of children (anonymised) with child protection plans.
- v. Responds to local authority requests for safeguarding data as required.
- w. Provides child protection files to a pupil's future school or college as soon as possible and within the first 5 days for an in-year transfer or within the first 5 days of the start of a new term. This information will be transferred separately from the pupil's main file and confirmation of receipt shall be obtained. Appropriate data protection measure will be put in place.

12. We have ensured that the **Deputy Designated Safeguarding Lead**:

- a. Is appropriately trained according to Annex C of *Keeping Children Safe in Education* (inter-agency working, participation in child protection case conferences, supporting children in need and promoting a culture of listening to children). This includes formal safeguarding training which is updated at least every two years, as well as updating knowledge and skills via other CPD routes such as e-bulletins, and keeping up to date with any other development related to their role etc.
- b. Have an understanding of C-SPA procedures.
- c. See to it that the safeguarding and child protection policy and procedures are implemented and followed by all staff.
- d. Assess pupils and attend strategy discussions and other necessary meetings, so that the DSL can carry out her role. Hold fortnightly meetings with DSL to discuss ongoing concerns.

- e. Are confident that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the School's whistleblowing procedures.
 - f. See that child safety and welfare are addressed through the curriculum.
13. The Head has a duty to consider whether any safeguarding or child protection matter, brought to him by the DSL, DDSL or any other member of staff, is required to be reported to the Charity Commission under Charity Commission guidance in force at that time.

Procedures

14. All members of the governing body and staff (full-time, part-time and volunteers) understand and fulfil their responsibilities; the governing body undertakes an annual review of the safeguarding and child protection policy and procedures and discharges the relevant duties.
15. The Chair of the Education Committee and Governor responsible for overseeing Health and Welfare meet with the DSL and Head twice yearly to monitor in general terms any referrals, concerns or complaints, the efficiency with which the School's duties have been discharged and the contribution of the School to inter-agency working, and report back on their findings to subsequent Full Council Meetings.
16. A Governor meets with the HR Administrator to review sample personnel files and the Single Central Register on a termly basis.
17. Any identified deficiencies and weaknesses are remedied without delay; in particular, if a substantiated allegation has been made against a member of staff, the School will work with designated officers from SSCB Support Team to determine whether there are any improvements to be made to its procedures or practices to prevent similar events occurring in the future.
18. We have a DSL, Mrs Melanie Bloor-Black, who is a member of the School's Leadership Team; her role is to keep full and detailed records, coordinate concerns, act as the main referral point for the investigating agencies of social care and the police, and act as trainer and adviser in School.
19. We have one Deputy Safeguarding Lead, the Director of Academic Studies - Mr David Bruce and Mr Robin Harskin, Head of Boarding, are both trained DDSLs.
20. The DSL and the DDSL have undertaken the three foundation modules provided by SSCB (or their equivalent) and update their DSL training every 2 years.

21. The Head is trained to Level 3 in safeguarding in order to support the work of the DSL and DDSL, though the Head is not a nominated member of the safeguarding team.
22. All members of staff and volunteers (both permanent and temporary) receive induction training in KCSIE. All staff receive information and guidance on the following policies from the DSL:
 - Policies:
 - Safeguarding and Child Protection
 - Staff Code of Conduct
 - Whistleblowing (as part of Safeguarding & Child Protection Policy)
 - Behaviour Management Policy (including the Use of Reasonable Force)
 - ⊖ Online safety for pupils
 - E-Safety for Staff
 - Procedure if a Pupil goes missing
 - All staff receive Part 1 of *Keeping Children Safe in Education*.
 - Completing training in the Prevent Duty every two years, and On-line safety (where relevant to their role) and are directed within the first three months of employment to additional training as detailed in the School's Training Matrix.
23. We require evidence that all supply agency or contracted staff have received safeguarding and child protection training as applicable to their role.
24. Appropriate child protection checks, and procedures are followed in accordance with our P4 Recruitment Policy for any staff employed by another organisation.
25. Chair of Governors, the members of LT and those directly responsible for the recruitment of staff complete Safer Recruitment Training and update this every 3 years.
26. Chair of Governors and all members of the Governing Body receive refresher training in KCSIE annually and as part of their initial induction. Important updates are also shared at Education & Welfare Committee meetings and at Council termly.
27. All pupils are taught about abuse in all its forms, how to recognise abuse, how to protect themselves from abuse and how to get help if they are worried about abuse.
28. All parents/carers, both current and prospective, are made aware of the responsibilities of staff members with regard to safeguarding procedures through publication of the School's Safeguarding and Child Protection Policy on the School website. A printed copy of the Policy is available to parents on request.
29. Child protection concerns or allegations against adults working in the School are discussed by the Head within one working day with the designated officer at Surrey Children's

Services and any member of staff found to be unsuitable to work with children is notified to the Disclosure and Barring Service (DBS) and Teaching Regulation Agency (TRA); in addition, any 'serious incident' (i.e. an incident which the designated officer deems in need of investigation) will be reported to the Charity Commission by the Head.

Categories and Indicators of Child Abuse

30. Abuse and neglect are forms of maltreatment caused either by inflicting harm or by failing to protect from 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. They may be abused by an adult or adults or by another child or children. Child abuse can take many forms, but it is usually divided into four categories: physical abuse, sexual abuse, emotional abuse and neglect. However, abuse and neglect are rarely stand-alone events. In most cases there will be several overlapping issues. All four forms of abuse can have both physical and behavioural indicators. If there are concerns about a child displaying any of these indicators, the concern must be shared with the DSL.

Types of Abuse

Physical Abuse

31. Physical abuse is deliberately physically hurting a child and can include 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. The harm caused by physical abuse can range from minor injuries to major trauma.

32. Indicators of physical abuse can include:

- Frequent injuries
- Unexplained injuries such as cuts, bruises, burns or scalds, bite marks
- Fabricated or induced illness
- Female genital mutilation (FGM)

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. Further details can be found in KCSIE.

33. The experience of being harmed may also cause mental health and behavioural problems in a child, such as:

- Depression and anxiety
- Aggression and violence
- Problems with relationships and socialising
- Trying to hide injuries under clothing
- Running away from home
- Being distant and withdrawn

Criminal & Sexual Abuse

34. 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 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 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. The sexual abuse of children by other children is a specific safeguarding issue in education. (See “Child on child Abuse” Paragraphs – 43 - 50)

35. Child Sexual Exploitation (CSE) can occur over time or be a one-off occurrence, and may happen without the child’s immediate knowledge e.g., through others sharing videos or images of them on social the definition of child sexual exploitation (CSE) and child criminal exploitation (CCE) is as follows:

CSE and CCE are forms of child abuse and both occur where an individual or group takes advantage of an imbalance of 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.

36. 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. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g.; they believe they are in a genuine romantic relationship.

37. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

38. Staff should be aware that sexual assault can result in a range of health needs, including physical, mental and sexual health problems and unwanted pregnancy. The School Nurse will support the pupil in access support from a variety of specialist services including the Sexual Assault Referral Centre which offers confidential and non-judgemental support to victims and survivors of sexual assault and abuse.

Emotional Abuse

39. Emotional abuse is 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 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 to frequently feel frightened or in danger, or in 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.

Domestic Abuse

40. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Neglect

41. Neglect is failure to provide for 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 also 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. Neglect can have a debilitating and long-lasting effect on a child's physical wellbeing, and on their mental, emotional and behavioural development.

42. Indicators of or signs of neglect include:

- Dirty or unsafe living accommodation
- Hunger
- Aggression
- Poor health
- Dirty and/or ill-fitting clothes
- Poor school attendance

Child-on-Child Abuse

43. All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

44. All staff should understand, that even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important that if staff have **any** concerns regarding child-on-child abuse they should speak immediately to the DSL or DDSL.

45. It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. The School has a responsibility to utilize a preventative educational approach to all aspects of school life to prepare pupils for life in modern Britain. **The School has a zero-tolerance approach to sexual violence and sexual harassment, misogyny/misandry, homophobia, biphobic behaviour, it is never acceptable and will not be tolerated.**

46. Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between children;
- Physical abuse such as hitting, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and /or encourages sexual violence);
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual images);
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

47. All staff should be clear as to the school's policy and procedures with regards to child - on - child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

48. In order to minimise the risk of child - on - child abuse, the School educates pupils in this topic in its PSHCE and RSE curriculum and general pastoral teaching. In addition, the high staff to pupil ratio supports a high degree of supervision throughout the waking day and minimises the opportunity for child-on-child abuse to occur.

49. Due to the unique nature of boarding environment, the School is aware of the potential for child-on-child abuse (as well as consensual relationships¹) to occur within the confines of pupil bedrooms, bathrooms or other areas in the two boarding houses. To that end, staff are vigilant for overt and hidden signs of this taking place and pupils are encouraged to seek out an adult to discuss any concerns. Where a pupil expresses a concern, every effort will be made to support pupils including reviewing room sharing arrangements.

50. Staff should always be alert to signs of child-on-child abuse which may include changes in friendship groups, out-of-character behaviour, patterns of absence from school, lack of attention, as well as physical symptoms of abuse. Staff should also recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). Other Safeguarding and Child Protection concerns

Mental Health

51. All staff should be aware that mental health problems can be in some cases that a child has suffered, or is at risk of, some form of abuse.

¹ Refer to Paragraph 103 & 104 regarding exclusive and intimate relationships

52. Only appropriately trained professionals should attempt to diagnose mental health problems. However, staff are well placed to identify behaviour that may suggest a pupil is experiencing or is at risk of developing a mental health problem.
53. Should a member of staff have any concerns in this regard, they should only discuss this with the School Nurse or with the DSL and take advice from them on how to proceed.
54. Traumatic adverse childhood experiences (ACEs) can have a lasting impact throughout childhood into adulthood. Staff should be aware how ACEs can impact on children's mental health, behaviour and education.

Abuse via the Internet

55. It is essential that children are safeguarded from potentially harmful and inappropriate online material. All pupils are taught about how to keep themselves and others safe online in PSHE lessons. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
 - Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
 - Contact: being subjected to harmful online interaction with other users; for example: child-on-child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
 - Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
 - Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.
56. Pupils with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These can include:
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a pupil's condition without further exploration
 - These pupils being prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils

- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing signs of
- Communication barriers and difficulties in managing or reporting challenges
- Cognitive understanding – being able to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so

57. The School is responsible for ensuring that adequate filtering and monitoring systems are in place on its electronic devices and IT network, to safeguard and promote the welfare of the pupils and provide a safe online learning environment for them. The aim is to block harmful and inappropriate content without unreasonably impacting teaching and learning. This involves the following steps:

- Ensuring the DSL, as a key part of their remit, has a clear awareness and understanding of the filtering and monitoring systems used by the School.
- Allocating clear roles and responsibilities within the School to manage filtering and monitoring systems
- Providing high-quality training for governors, LT members and IT staff who have direct responsibility for managing filtering and monitoring systems
- Providing training in online safety, including an understanding of filtering and monitoring systems, to all new staff at induction
- Ensuring regular communication between the School's IT network managers and outside providers to analyse, review and, where possible, improve current filtering and monitoring provision
- Ensuring all members of the governing Council and all members of the Leadership Team have an awareness and understanding of the filtering and monitoring measures in place and keep them under constant review, as part of their remit to oversee and challenge those with direct responsibility for managing such measures
- Following the standards and guidelines contained within the DfE's [filtering and monitoring standards](#)

58. Online concerns can be especially complicated, and support is available from:

- The **UK Safer Internet Centre** – 0344 381 4722 and helpline@saferinternet.org.uk.
- **Internet Watch Foundation:** If the incident/report involves sexual images or videos the victim can be supported to get the images removed by the [Internet Watch Foundation \(IWF\)](#)
- [Childline/IWF Report Removal](#) allows pupils to report nude or sexual images and/or videos of themselves that they think may have been shared online
- **UKCIS** Sharing nudes and semi-nudes advice: [Advice for education settings working with children and young people](#) on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery)
- [Thinkuknow](#) from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online

- **LGFL 'Undressed'** provides schools with advice about how to teach young children about being tricked into getting undressed online

59. The School has an E-Safety Policy for Pupils (P2.6) which further describes the School's processes and procedures for online safety.

Radicalisation

60. Children are vulnerable to extremist ideology, radicalisation and being drawn into terrorism. The Counter-Terrorism and Security Act 2015 and Prevent duty guidance: for England and Wales 2021 places a duty on specified authorities, including local authorities and educational establishments, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty). The School will monitor carefully the activities and interests of its pupils and will cooperate fully with the police if there are any concerns about pupils being drawn into terrorism.

There is no single age or background profile for a pupil to be at risk from radicalisation, the process by which children and adults are persuaded to promote terrorism and extreme ideologies: hence all students must be considered to be at risk. Staff should look out for Extremism: the vocal or active opposition to Fundamental British Values including Democracy; Rule of Law; Individual Liberty; Mutual Respect and Tolerance of different faiths and beliefs; the armed forces. A child might be radicalised as a result of various background or familial influences and/or through social media and online content. Changes in a child's behaviour may indicate radicalisation, and if staff identify children vulnerable to radicalisation, they should tell the DSL who may make a Prevent referral.

61. The School recognises the four key areas of action in relation to the Prevent Duty 2021 as set out in the Counter Terrorism and Border Security Act 2019. These may be summarised as:

- Identifying the local risk
- Identifying students at risk
- Work in partnership with other agencies
- Keep students safe online (recognised as a key location for radicalisation).

62. The School will:

- Carefully monitor visiting speakers (checking speech content, challenging mid speech)
- Work in partnership with CHANNEL
- Use staff training to aid helping with identifying students at risk:
 - The DSL and Deputy DSL receive formal training in Prevent
 - Prevent and countering radicalisation are included in safeguarding training for all staff.

- Review policies to protect staff and students including; AUP; IT; Social Media; network filters; regular guidance and tuition about online safety (Digital Citizenship) through assemblies, PSHE, IT lessons and Tutor groups.

Additional Support is available from the Department for Education on Prevent and Channel Awareness, and free resources via Educate Against Hate.

County Lines & Serious Violence

63. 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”. Children can be targeted into County Lines by use of coercion, intimidation and violence, or by the promise of gifts or financial reward. For further guidance:

- County Lines Toolkit For Professional – The Children’s Society in partnership with Victim Support and National Police Chiefs’ Council

64. All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious 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, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Extra-familial Harms

65. Safeguarding incidents outside School should be considered by all staff, but especially DSL’s. Staff should consider whether children are at risk of abuse or exploitation outside of their families. Extra familial harms could include (but are not limited to) sexual exploitation, criminal exploitation, child abduction (committed by parents or other family members, by people known but not related to the victim such as friends and acquaintances or by strangers) and serious youth violence. It is also important to understand possible intra familial harms and any necessary support required for siblings following an incident.

Pupils who are lesbian, gay, bi, or trans (LGBTQ+)

66. The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor to harm. However, pupils who are LGBTQ+ can be targeted by other pupils. In some cases, a pupil who is perceived by other pupils to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+. Risks can be compounded where pupils who are LGBTQ+ lack a trusted adult with whom they can be open with. It is therefore vital that all staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with a member of staff.

Additional Information

67. There are a number of additional risks to children which are not specifically laid out in this policy. KCSIE gives further information on other specific safeguarding issues, including: when children are required to give evidence in criminal courts, children with family members in prison, children missing from education; so-called honour-based abuse and forced marriage; modern-day slavery; domestic abuse; homelessness; cyber-crime and gangs. All staff will be provided with a copy of KCSIE Part One and will be required to complete a “read and understood” declaration.
68. The Forced Marriage Unit (FMU) has created multi-agency practice guidelines and Multi-agency statutory guidance for dealing with forced marriages, which can both be found at The right to choose; government guidance on forced marriage – GOV.UK (www.gov.uk). School staff can contact the Forced Marriage Unit should they need advice or information: Contact 020 7008 0151 or email fmu@fcdo.gov.uk

Disclosure

69. If a child starts to disclose information, the person to whom the disclosure is made must **listen** carefully, **record** what has been said and **inform** the DSL.
70. If the child is in immediate danger or at risk of immediate harm, an immediate referral must be made to C-SPA and/or Surrey Police. Anyone can make a referral but the DSL should be informed of the referral as soon as possible.
71. If the disclosure is made to you, as a member of staff, you should:
- Listen carefully to what the pupil is saying and allow them to speak freely.
 - Remain calm and do not overreact.
 - At an appropriate time tell the pupil that you cannot promise confidentiality and must pass the information on.
 - Avoid asking leading questions – staff should be aware that the way in which they talk to a pupil can have an effect on the evidence which is put forward if there are subsequent criminal proceedings.
 - Demonstrate that what the child says is being taken seriously and is accepted without criticism, that they will be supported and will be kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience

minimised. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

- Reassure the child that he or she is right to tell and is not to blame.
- Offer, if appropriate, to support that child throughout any ensuing action that may have to be taken.
- Make brief notes of conversations either at the time of the disclosure or immediately afterwards and uploaded onto CPOMs; these should be provided to and kept by the DSL via the CPOMs system. Staff should only record the facts as the child presents them, using the child's own words wherever possible. The notes should not reflect the personal opinions of the taker.
- When the child has finished talking, make sure he or she feels secure; explain what you are going to do next.
- Seek support if you feel distressed.

72. In a situation where there is concern that a child may be at immediate risk of harm, Surrey Police should be contacted without delay on 999. This contact can be made by any member of staff, not just the DSL and DDSL.

73. If there is no immediate risk of harm, the DSL, Mrs Melanie Bloor-Black, should be contacted. In the absence of the DSL, a Deputy DSL, should be informed. **Staff must not discuss disclosures with anyone other than the DSL or her deputy.** To contact the DSL please call **01932 864739/07943220553**. The DSL or DDSL can also be reached by sending an email to DSL@menuhinschool.co.uk.

74. It is important to note that children may not find it easy to tell staff about their abuse verbally. All staff should be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, pupils may feel embarrassed, humiliated, or be threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a pupil. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have **any** concerns about a child's welfare, they should act on them immediately rather than wait to be told. Victims may not disclose immediately. They may be more comfortable providing information on a piecemeal basis. When it is clear that ongoing support will be required a pupil will be asked if they would find it helpful to have a designated trusted adult

75. Regardless of how the initial report is made and to whom this is made, a CPOMS entry must be completed at the earliest opportunity and sent to the DSL. A detailed record of all relevant details will be kept by the DSL.
76. The DSL acts as a source of advice, support and expertise to school staff through liaison with the relevant agencies. Whenever there is a disclosure or suspicion of abuse, the DSL will contact C-SPA within 24 hours of the disclosure. **Contact number: 0300 470 9100 Mon-Fri 9am – 5pm. Emergency duty team 24hr number: 01483 517898. There is also a secure email address for reporting concerns: csmash@surreycc.gcsx.gov.uk**
77. The DSL/DDSL should discuss any doubts and concerns with the C-SPA to see if the concerns meet the eligibility criteria for a referral. This may be done tentatively and without giving names in the first instance.
78. If it is agreed that the issues presented meet C-SPA criteria, a formal 'referral' will be made under the category of 'child in need'. If the allegation is against another pupil as the perpetrator, the pupil against whom the allegation is made may need to be suspended (see section **Disclosures Involving Other Pupils** below (Paragraph 75 - 79)).
79. Where there are concerns or it is clear that a child has suffered significant harm, the DSL has a duty to make a referral to C-SPA. The welfare of the child is paramount in such situations. Parents will always be informed of any child protection concerns prior to a referral being made, unless there are concerns that this may place a child at further risk of harm, may lead to the harming of an adult, or where this may jeopardise a potential criminal investigation. **It should be noted that parental consent is not required to make a referral.**
80. A child who may not have suffered, or be at risk of suffering, serious harm may still be in need of additional support from one or more agencies. The DSL will refer to C-SPA in the normal way and play a full part in any inter-agency assessment.
81. The DSL will make and keep full written and dated records of disclosures, conversations and action taken. All safeguarding records will be kept separately from the pupil's main school file. However, a mark will be made on this file to indicate the existence of the safeguarding record.
82. Although referrals to C-SPA are usually made by the DSL, any member of staff can make a referral to C-SPA or to Surrey Police. Where a referral is not made by the DSL, the DSL should be informed as soon as possible. Where a member of staff has any concern about inaction or insufficient action from the DSL, he/she may escalate this with the Head or directly with C-SPA or to Surrey Police.

Low - Level Concerns

83. The term 'low-level 'concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease

or 'nagging doubt' - that an adult working in or on behalf of the School may have acted in a way that:

- Is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work
- Does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO

Examples of such behaviour could include, but are not limited to:

- Being over friendly with pupils
- Having favourites
- Taking photos of pupils on their mobile phone, contrary to the school's policy
- Engaging with a pupil on a one-to-one basis in a secluded area or behind closed doors
- Humiliating pupils

It should be noted that the LADO considers making a pupil cry as abuse and all such incidence should be reported as a low-level concern.

Should a member of staff have a low - level concern about a colleague or wish to self-refer then in the first instance they should seek out the Head who will undertake a discreet investigation. Should the concern be about the Head the Chair of Governors should be informed (Mr. David Buckley, David.Buckley@menuhinschool.co.uk).

Allegations against Staff

84. All staff at the Yehudi Menuhin School should take great care that their behaviour or actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. In addition, at no time should staff behave in a way which could indicate that they may not be suitable to work with children or pose a risk of harm to any child whether or not this behaviour takes place inside or outside of the workplace. For example, a member of staff is involved in domestic abuse at home. No children were involved, but the School will need to consider what triggered these actions and if a child in the School could trigger the same reaction, therefore being put at risk.

85. Any allegation against staff will be assessed against the guidance provided in KCSIE regarding the harm threshold. This guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This guidance should be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- Behaved in a way that has harmed a child, or may have harmed a child and/or;
- Possibly committed a criminal offence against or related to a child and/or;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or

- Behaved in a way which is in breach of the School's code of conduct for staff, in particular the areas which outline expected practice for working with and alongside children; and/or
 - Behaved or may have behaved in a way that indicates that they may not be suitable to work with children.
86. The final bullet point above includes behaviour that may have happened **outside of school**, that might make an individual unsuitable to work with children, this is known as transferable risk.
87. Guidance about conduct and safe practice is given at staff induction.
88. All staff should be familiar with the relevant School policies and guidance documents:
- P2.3 Staff Code of Conduct, which contains detailed guidance about expected professional practice for working with and alongside children
 - Use of reasonable force (part of P3 Behaviour Management Policy)
89. Any allegation, even "low level" concerns, against a member of staff, volunteer or member of the governing body should be immediately referred to the **Head**, who will liaise accordingly with the DSL. Where the allegation may or does reach the threshold, the Head or the DSL will contact the LADO. If the allegation is against the Head, the person in receipt of the allegation should contact the Chair of Governors immediately, without informing either the Head, the DSL or any other member of staff. This can be done by contacting safe@menuhinschool.co.uk.
90. If the allegation is against the Chair of Governors, the person in receipt of the allegations should contact the LADO without informing either the Head, the DSL, any other member of staff or any member of the Governing Body. Their contact number is **0300 123 1650**.
91. The DSL (or, in the case of an allegation against the Head, the Chair of Governors) will contact the designated officer at C-SPA within one working day to discuss the content of the allegation and to agree a course of action, including the involvement of the Police, and communication both with the individual and the parents of the child or children concerned. The contact number for the Surrey Local Authority Designated Officer Service is **0300 123 1650**.
92. No member of School Staff, including Governors, will have contact or attempt to contact, the staff member against whom the allegation has been made or attempt to undertake any investigation of the allegation without prior discussion with the LADO or, in the most serious cases, with the Police.
93. The School will decide whether the individual needs to be suspended or whether alternative arrangements can be put in place. The School will give due weight to the views of the relevant authorities, including the Police, when making such a decision.

94. If a resident member of staff is suspended pending an investigation of a child protection nature, alternative accommodation will be found for him/her away from children.
95. The School will make every effort to keep such allegations confidential and guard against unwarranted publicity until either the individual is charged with an offence or, in a disciplinary case, until the DfE/TRA publishes information about its investigation or decision.
96. Any allegation made against a member of staff will be resolved as quickly as possible and all unnecessary delays should be avoided.
97. If any allegation is shown to be deliberately invented or malicious, the School should consider whether any disciplinary action is appropriate against the individual who made it.

Termination of Staff Services

98. There is a legal requirement for schools and colleges to make a referral to the DBS and the TRA (for teaching staff) where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:
 - Engaged in relevant conduct in relation to children and/or adults,
 - Satisfied the harm test in relation to children and/or vulnerable adults; or
 - Been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.
99. In this context, ceasing to use a person's services includes:
 - Dismissal
 - Ceasing to use the services of a person who would have been dismissed had they not already left
 - Non-renewal of a fixed-term contract
 - Termination or cessation of use of a self-employed person
 - No longer engaging/refusing to engage a supply teacher provided by an employment agency
 - Terminating the placement of a student teacher or other trainee
 - No longer using staff employed by contractors
 - No longer using volunteers
 - Resignation and voluntary withdrawal from supply teaching contract working, a course of initial teacher training, or volunteering
100. Referrals should be made as soon as possible, when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned.

100. The School will supply as much information about the circumstances of the case as possible.

101. The contact number for the DBS referrals helpline is: **01325 953795**

Disclosures Involving Other Pupils

102. If the disclosure does not involve another pupil, the procedure outlined above in **Disclosure** (Paragraphs 47 – 59) must be followed.

103. The School recognises that children are capable of abusing their peers. Child – on - child abuse by pupils in the School may be physical, sexual or emotional and may include cyber-bullying, youth-produced sexual imagery (sexting) and gender-based issues. Such behaviour will not be passed off as ‘banter’ or ‘part of growing up’. The School adheres to the “P2.6 E-Safety Policy for pupils” and follows the guidance contained in *Sexting in schools and colleges: responding to incidents and safeguarding young people* (UKCCIS, January 2017).

104. There will be a need to distinguish between actions that can be dealt with through normal disciplinary channels and those that constitute possible abuse where involvement of other statutory agencies is required. If in any doubt, the member of staff who witnesses the incident or to whom it is disclosed, must directly contact the DSL, who will seek advice and guidance from C-SPA. If there is reasonable cause to suspect that a child has suffered, is suffering or may be likely to suffer, significant harm, the abuse will always be referred to C-SPA. Where it is clear that a crime has been committed or there is the risk of a crime being committed, Surrey Police will be contacted.

105. The School will provide appropriate support to all those involved in child-on-child abuse, whether perpetrator or victim.

106. The following guidelines are designed to help the DSL to clarify the situation:

Physical Abuse

107. A one-off small-scale injury such as a bruise or mark on the skin following a disagreement between two pupils would not automatically be regarded as abuse but would nonetheless need to be recorded, properly investigated and dealt with through normal disciplinary procedures in accordance with our P3 Behaviour Management Policy, if the DSL is satisfied that it is not a safeguarding matter.

108. Systematic or regular physical injury sustained by a child from another who has not responded to normal disciplinary measures may constitute abuse, and consideration would need to be given to see if implementation of the Safeguarding procedures and/or the School’s Behaviour Management Policy was warranted.

109. Major physical injuries deliberately inflicted will involve immediate implementation of either the Safeguarding procedures or Behaviour Management policy (or both), which is likely to include the temporary or permanent exclusion of the pupil who had inflicted the injuries. Actions will be taken following consultation with C-SPA.

Sexual Abuse

110. Any form of sexual contact in which one pupil has not given their consent constitutes abuse and the Safeguarding procedures will be implemented. Consent is about having the freedom and capacity to choose. Consent cannot be said to have been freely given where there is an imbalance of power or where coercion has been used. Consent to sexual activity may be given to one sort of sexual activity but not another e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape

Abuse may still occur if pupils, irrespective of age, give their consent to engage in any sexual activity for which they have limited capacity to make an informed choice, such as through inebriation.

111. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

For additional support: Supporting practice in tackling child sexual abuse - CSA Centre

Emotional Abuse

112. The systematic verbal bullying of one pupil by others (including cyberbullying) can constitute abuse and has to be recognised as a serious matter. It will also be dealt with in accordance with the School's P2.1 Anti-Bullying, Racial or Sexual Harassment Policy.

Consensual Relationships between pupils

113. As a Boarding School, we are aware of the potential for close and intimate relationships to develop between pupils as they grow up and spend considerable time together. Our Behaviour Management Policy states:-

- Exclusive romantic relationships are discouraged and intimate physical contact between pupils is not allowed. This includes public displays of affection.

Where these relationships develop, pupils are first counselled by House Staff on the acceptability of this behaviour. Where there is any cause for concern or the rules regarding intimate relationships are broken, this will be dealt with in accordance with the P3 Behaviour Management Policy.

Wider concerns

114. We recognise that children will not raise concerns in an environment where staff fail to do so.

115. All staff (including volunteers) are required to report to the DSL, DDSL/ or Head, any concern about School practices or the behaviour of colleagues, which may put pupils at risk of abuse or other serious harm.

116. Any member of staff who raises any such concerns or makes an allegation in good faith will be provided with immunity from retribution or disciplinary action relating to such concerns or allegations in accordance with the School's Whistleblowing Policy (10.19).

Supporting Pupils

117. All pupils should be encouraged to be open and to feel that they can share information they wish with any adult in the School whom they trust. We should not pry into a child's life but provide an environment in which the children and young people feel safe and secure and where they will have the maximum opportunity to speak freely about concerns and worries.

118. Relevant areas of the School's curriculum, in particular full-school morning meetings and PSHCE, are used to raise students' awareness of how to keep themselves safe, including online and when accessing wi-fi provision. See P2.6 E-Safety Policy for Pupils.

119. All pupils should be encouraged to speak to their preferred member of staff if they learn of any allegation of abuse.

120. In providing such a supportive environment, pupils must understand that no member of staff can promise confidentiality. If information needs to be shared, the pupil will be informed (if possible) before the disclosure is made to a third party. A member of staff may never promise to a pupil that they will keep a secret.

121. The roles of the School's Counsellor is fulfilled by Gemma Sharp, who can be contact by email via counsellor@menuhinschool.co.uk .

122. The role of Independent Listener is filled by Reverend David Ireland, who can be contacted by email via talk@menuhinschool.co.uk

123. Advice for Pupils living away from home can also be gained from the Children's Commissioner by calling Freephone 0800 528 0731, website www.childrenscommissioner.gov.uk/help-at-hand/

124. Other sources of help include:

- Childline (Freephone 0800 11 11) or www.childline.org.uk
- NSPCC (0808 800 5000) or www.nspcc.org.uk
- Samaritans (116 123) or jo@samaritans.org or www.samaritans.org
- CEOP for advice on making a report about online abuse

125. Sources of help both inside and outside of the School are made known to all pupils and contact details are displayed clearly around the School.

Children in need or at particular risk

We recognise that, since many of our pupils live away from home for much of the year, and a considerable proportion do not have English as a first language. This may, in some cases, make communication more difficult and staff take this into account, especially when dealing with disclosures.

126. In particular we recognise that additional measures are necessary to safeguard pupils in one-to-one or off-site tuition and in musical activity away from School. See **P2.3 Staff Code of Conduct and P5.4 Offsite Activities Policy for further information.**

127. If any pupils are looked after by a local authority, the School will ensure that appropriate staff have the skills, knowledge and understanding necessary to keep them safe by making available the information needed about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers, as well as any other relevant information given to the DSL. At the e Yehudi Menuhin School we will support all our pupils by making sure:

- Pupils feel valued and respected;
- Self-esteem is encouraged throughout the curriculum as well as in our relationships;
- We promote a caring, safe and positive environment;
- All staff are alert to the possible vulnerabilities of our pupils and are confident about how to implement safeguarding procedures;
- Staff are encouraged to adopt a "It could happen here" attitude
- Our pupils have access to an independent listener who is not part of the School's management; this person is Revd. David Ireland and his contact details are made available to all pupils via the notice boards and also contained in paragraph 111 of this policy;
- Pupils also have access to a School Counsellor; this person is Gemma Sharp and her contact details are made available to all pupils via the notice boards and also contained in paragraph 110 of this policy;

- Information is displayed around the School about how to access help from services such as Childline, NSPCC, the Samaritans and the Children’s Commissioner;
- There are clear procedures for referring safeguarding concerns to C-SPA.

Confidentiality

128. At the Yehudi Menuhin School we recognise that matters relating to safeguarding and child protection are confidential and that relevant staff have due regard to the data protection principles which allow them to share or withhold relevant personal information.

129. The DSL or her deputy will disclose information to staff only on a need-to-know basis.

130. All staff are aware that in order to safeguard children they have a professional responsibility to share information with other agencies.

131. All staff are aware that they cannot promise to keep secrets which might compromise a child’s wellbeing or safety or that of another person.

132. Parents will be informed of our intent to refer a child to social care unless to do so would put the child at greater risk or potentially impede a criminal investigation.

133. Pupils, staff, volunteers and parents are aware of the School’s legal duty to retain safeguarding records well beyond the individual’s attendance at the School via our Privacy Notices (See **P90.1** and **P90.3**) and our P90.5 Data Protection and Retention Policy, which are available via our School website.

Supporting Staff

134. At the Yehudi Menuhin School we recognise that working with children who have or are likely to suffer harm can be stressful and upsetting. The DSL will seek to provide support for staff and make additional sources of help available as needed.

Safer Recruitment

135. The School is committed to using safer recruitment procedures and undertakes to ensure that at least one member of all interview and recruitment panels has undergone statutory Safer Recruitment training. For details, see **P4.1 Recruitment Policy**.

Links to other School Policies

136. This policy should be read in conjunction with:

- **Attendance and Absence Policy (P6.1)**
- **Anti-Bullying, Racial and Sexual Harassment Policy (P2.1)**
- **Behaviour Management Policy (P3)**
- **Data Protection & Retention Policy (P90.5)**
- **E-Safety for Pupils (P2.6)**
- **Guardianship Policy (P8)**
- **Health & Safety Policy (P5.1)**
- **Independent Listener Policy (P2.5)**
- **Prevent Duty Policy (P2.8)**
- **Privacy Notice for Parents & Pupils (P90.1)**
- **Privacy Notice for Job Applicants & Staff (P90.3)**
- **Procedure if a Child goes missing (2.9)**
- **Recruitment Policy (P4.1)**
- **Risk Management Policy (P5.2)**
- **Staff Code of Conduct (P2.3)**
- **Whistleblowing Policy(P4.3)**

Appendix A – List of Contact Details

Appendix B – Safeguarding & Child Protection during COVID-19

Appendix C – Use of School Premises for non-school/college activities

Appendix A – List of Contact Details

DSL Melanie Bloor-Black	DSL@menuhinschool.co.uk	01932 584745 07493 220553
DDSL David Bruce	DSL@menuhinschool.co.uk	01932 584798
Robin Harskin	DSL@menuhinschool.co.uk	0749322053 07884311868 (Harris House Duty Phone)
Head Ben Gudgeon	head@menuhinschool.co.uk	01932 864739
Chair of Governors David Buckley	safe@menuhinschool.co.uk	
C-SPA Surrey Children’s Single Point of Access	csmash@surreycc.gcsx.gov.uk	0300 470 9100 (Mon – Fri 09:00 – 17:00) 01483 517898 (out of hours)
Surrey Police		999
LADO (Local Authority Designated Officer)		0300 123 1650
DBS Referrals Helpline		01325 953795
Independent Listener	talk@menuhinschool.co.uk	
School Counsellor	counsellor@menuhinschool.co.uk	
Children’s Commissioner		0800 528 0731
Childline	www.childline.org.uk	0800 11 11
NSPCC	www.nspcc.org.uk	0808 800 5000
Samaritans	www.samaritans.org	116 123

Appendix B – Safeguarding & Child Protection during term-time school closure

Background

137. In the event of a temporary School closure, the School will continue to provide academic and music lessons along with pastoral care to its pupils via remote learning and email/telephone contact during the period in which pupils and staff are unable to be present on the school site.

138. During this period, it is essential that the School continues to follow guidance set out in KCSIE and subsequent government advice regarding safeguarding and child protection.

Arrangements during School Site Closure

Abuse via the internet

139. The School has increased its use of technology in order to provide education to its pupils. This includes the use of remote learning platforms to provide both academic and music tuition. The School strongly recommends that all online lessons are recorded for the protection of staff and pupils. If you need technical assistance with how to do this, please contact Reception or the DSL.

140. The School has a “Remote Learning and Teaching Procedure” These documents were reviewed and approved by Surrey Safeguarding Team. These documents will be reviewed and, if necessary, updated again in the event that they are required.

141. Staff are encouraged to complete and refresh their knowledge via the Online Safety training module available to all staff via EduCare every 2 years

142. Staff are reminded that **under no circumstances** should they use their personal electronic devices to take or store images of pupils without obtaining permission in advance from the Head. This includes:

- Taking images of pupils for their own personal use (including for their own professional websites etc.)
- Display or distribute images of pupils unless they are sure that they have parental consent to do so (and, where appropriate, consent from the child)
- Take images of pupils using personal equipment
- Take images of pupils in a state of undress or semi-undress (including for example in nightwear)

- Take images of a pupil's injury, bruising or similar (e.g., following a disclosure of abuse) even if requested by children's social care
- Make audio or video recordings of a pupil's disclosure
- Take images of children which could be considered as indecent or sexual

143. Staff must always ensure that their use of technologies must not bring the school into disrepute and must never discuss or share data relating to pupils/parents/carers/guardians in social media groups.

Child-on-child abuse

144. Where staff, parents or pupils become aware of, or if pupils are subjected to, any form of child-on-child abuse, this should continue to be reported to the DSL. .

Reporting Concerns and general safeguarding questions

145. In the event of the School closing parents, Staff and pupils should continue to report any concerns or to ask any questions regarding safeguarding. There will always be a DSL on duty although they may not be present at the School site. To contact the duty DSL, email DSL@menuhinschool.co.uk. Email messages will be checked daily, including weekends.

146. Where it is believed there is an immediate risk of harm, please contact the Police via 999. Please then inform the DSL.

147. Surrey Children's Single Point of Access (C-SPA) will remain available and the DSL is able to continue to raise areas of concern with them. Mechanisms for referral to C-SPA are still in place.

148. Low-level concerns about pupils should continue to be reported by staff using CPOMS. It is important that these are still logged. Any concerns regarding staff, must be immediately reported to the Head .

149. Any safeguarding concerns which come to light during any recorded lesson, should also be highlighted to the DSL and copies of the recorded lesson must be made available to the DSL/DDSL on request. These concerns will be followed up in the same way as any other concern of this nature.

Mental Health and Wellbeing

150. It has been recognised that during periods of extended remote education, the mental health and wellbeing of pupils, parents and our staff could be adversely impacted. When in School, we are able to provide high standards of pastoral care however, this is more difficult during periods when pupils are off site.

151. Each week, in the event of a School closure, the Director of Pastoral Care and DSL, Melanie Bloor-Black, along with the Head of Boarding and Houseparent of Harris House, Robin Harskin, will request an email update from parents/guardians on the health and wellbeing of pupils and their family. (Melanie will contact the female pupil's families, and Robin the male pupil's families.) This will include for example, how pupils are coping with separation from their friends, with access to online technology, their physical health etc. Regular telephone and email contact will also be made with the pupils direct to discuss how they are feeling and to enable any low-level concerns to be noted and reported to the Head. The DSL will keep an overview for all pupils where any major issues are identified as a result of this contact.

Where staff are concerned for pupils, this should be reported CPOMS.

Attendance & Children Missing From Education

152. During the period where school sites are closed it is much more difficult to identify any children missing from education. Each pupil, however, continues to have lessons timetabled for them (during term time) which they are expected to 'attend', albeit from a remote location. The timetabling of lessons will take into account the pupil's geographic location and difference in time zones in order to enable full participation wherever possible. Accordingly, teachers continue to monitor 'attendance' at these lessons and absences will be followed up. Staff should report pupils failing to 'attend' lessons by contacting the pupil's tutor and then the Director of Academic Studies, where absence has not been previously authorised.

153. The School is also required to continue to follow the pupil attendance regulations (and UK Visa & Immigration regulations where relevant) and must report continued absences in accordance with these regulations.

Appendix C – Use of school premises for non-school/college activities

154.The School regularly hires out its facilities to third parties for example, the Swimming Pool to a local swim school for children.

155.When services or activities are provided separately by another body, the School seeks assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including reviewing these as needed); and ensure that there are arrangements in place to liaise with the School on these matters where appropriate.

156.This activity is undertaken by the Assistant Bursar (Estates) along with assistance from the Lettings Co-ordinator, the DSL, the Menuhin Hall Manager and others involved in the lettings process as necessary.

END OF DOCUMENT

Revision History

Revision	Paragraph Number	Revision
October 2017		
September 2018		Updated
April 2019		Updated
September 2019		Updated
April 2020		Updated
September 2020		Updated
September 2021		Updated
September 2022	Whole document Statement of Intent	Assistant Bursar (Compliance and Estates) where necessary removed or amended to Assistant Bursar (Estates) Peer-on-Peer to child-on child <ul style="list-style-type: none"> • Addition: • <i>Human Rights Act 1998</i> • <i>Equality Act 2010</i> • <i>Date change</i> • <i>KCSIE 2022</i> • <i>Prevent Duty 2022</i> • <i>UK GDPR</i> <i>Date change NMS 2022. Change to Standard 8</i>

p.9	<i>Addition – Integrated Care Board, Collaborative Working</i>
p.10	<i>Human Rights Act</i>
P.11 (g)	<i>Addition – NSPCC website</i>
P.11 (h)	<i>Addition – Early Help Assessment Section 47 – Childrens Act 1949. Appropriate adult requirement</i>
P.11 (o)	<i>Addition – Pupil transfer details deadline</i>
P.11 (w)	<i>Removal HR and Assistant Bursar (compliance and estates)</i>
P.16	<i>DDSL training completed</i>
P.19	Governor training
P.26	<i>Child-on-child reference to – p.43-50</i>
P.34	Addition – Domestic abuse
P.40	Addition – Zero tolerance and Preventative Education
P.45	Unique challenges of boarding accommodation
P.49	Reference to on-line safety and PSHE
P.55	Reference to on-line safety and PSHE
P.56	Addition – SEND – additional safeguarding challenges online/offline
P.57	Addition – online sites to support staff and pupils regarding online concerns
P.58	<i>Reference to the School’s E.Safety Policy (P2.6)</i>
P.59	Addition – Prevent duty guidance 2021, Prevent/radicalisation profile
P.60	<i>Addition – Four Key areas of action</i>

	P.61	Addition – School's Prevent review procedure
	P.61	Addition – Reference to DofE Prevent and Channel awareness
	P.62	Addition – County lines Toolkit for Professionals link
	P.64	Addition – intra familial harm
	p.65	
	P.67	Addition – LGBTQ+ paragraph
	P.70	Addition – Forced Marriage Unit and links to Government sites
	P.73	Addition – Explanation of the law to pupils regarding safeguarding guidelines
	P.74	Addition – Pupils may not feel ready or know who to tell of any safeguarding concerns
	P.82	Removal – Cause for Concern Form
	P.111	Addition – Low-Level-Concern
	P.113	Addition - Sexual violence/harassment between children with a link to the CSA
	P.139	Addition – Consensual relationships between pupils' guidelines Appendix B Amendment – removal of COVID guidelines Amendment to 'in the case of the School closing'
September 2023	p. 22	New para 57 added to reflect importance of effective filtering and monitoring systems on the School's devices and IT network This is in order to:

		<ul style="list-style-type: none">• Reflect the school's approach to online safety, including appropriate filtering and monitoring of school devices and networks• Set out the DSL's responsibility for filtering and monitoring processes and the importance of regular cooperation between the DSL and the school's IT services to ensure DfE's filtering and monitoring standards are met• Set out governors' responsibility for ensuring the school has appropriate filtering and monitoring systems in place and reviewing DfE's filtering and monitoring standards
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