



Southern International School, Hat Yai
Safeguarding and Child Protection Policy SIH/P/015/23
Updated October 2024 by DSL Zoe O’Donoghue

This policy applies to the whole school: EYFS, Primary and Secondary

1.0 Policy Statement

This policy applies to all staff, including senior managers, the board of trustees, paid staff, volunteers, agency staff, students or anyone associated with **Southern International School Hatyai** (herein referred to as SIH).

The purpose of this policy

- To protect children and young people who receive services from SIH. This includes the children of adults who use our services;
- To provide staff and volunteers the overarching principles that guide our approach to safeguarding and child protection.

SIH believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

1.1 Safeguarding and Child Protection Policy

1.1.1 Southern International School, Hat Yai (SIH) is committed to a whole school approach to safeguarding and promoting the welfare of children. All pupils have the right to be protected from all types of harm and abuse, and all school systems, processes and policies should operate with the best interests of the child at their heart. This Safeguarding and Child Protection Policy (this Policy) forms a fundamental part of our approach to providing excellent pastoral care to our pupils.

1.1.2 This Policy is addressed to all members of staff at the school (temporary and permanent). Adherence to this Policy is mandatory for all staff and its use is not subject to discretion. This Policy applies whenever staff or visitors/volunteers are working with pupils, including where this is away from the school, for example on school visits and trips, as well as sporting and cultural activities.

1.1.3 This Policy is available to all parents and staff on the school’s website. A paper copy of this Policy is also available to parents upon request to the school office.



1.1.4 Pupils are taught about safeguarding both on and offline, including how to adjust their behaviour to reduce risks, keep themselves safe and build resilience; and are made aware of this Policy through the wellbeing programme and other means of sharing information appropriate to their context, age and understanding, within a broad and balanced curriculum.

1.2 Creating a Culture of Safeguarding

1.2.1 The school recognises that safeguarding covers much more than child protection, and so this Policy will operate in conjunction with the Schools Safeguarding Procedures (which itself incorporates the staff Code of Conduct), and other related policies and procedures. These cover areas including equal opportunities; Health and Safety; First Aid; educational visits; anti-bullying; behaviour management; information sharing and online safety (including mobile technology and social media).

The school takes seriously its responsibility to promote and nurture the mental health and wellbeing of all its pupils and staff. This is reflected in its policies and procedures for pastoral care and the School's wellbeing programme.

1.2.2 'Safeguarding' is broader than 'child protection'. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the welfare of children. It is recognised that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes. Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk. The school recognises the importance of children receiving the right help at the right time, to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly, and challenging in-action.

1.2.3 Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Everyone who works with our pupils should make sure that their approach is child-centred (that is, that they consider at all times what is in the best interests of the child).



1.2.4 Having these safeguards in place not only protects and promotes the welfare of children but also it enhances the confidence of our staff, visitors, volunteers, parents/carers and the general public.

1.2.5 The School has systems to:

- Prevent unsuitable people working with pupils;
- Promote safe practice and challenge poor and unsafe practice;
- Protect students and staff from online risks; these include online safety education and training, policies and procedures governing the use of IT, and procedures to manage any incidents that occur;
- Block access to websites deemed to be inappropriate or dangerous, and log all internet access on school devices. Logged access can be reported on for monitoring purposes, and flagged terms also trigger alerts which the management may investigate. Additionally, email messages between staff and students are scanned for inappropriate language and behaviour;
- Deal with issues of confidentiality, information sharing and consent;
- Ensure that staff do not, through their actions, place pupils at risk of harm, or place themselves at risk from an allegation of harm (by providing guidance on areas such as 1:1 tuition, sports coaching, conveying by car, inappropriate electronic communication). The school encourages the pupils in its care to raise any concerns that they might have and ensure that these are taken seriously. The school also encourages pupils to contribute their own ideas, appropriate to their age and understanding, about how their safety and welfare could be further improved.

1.2.6 All staff are required to adhere to the ICT Acceptable Use Agreement, and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.

1.3 Implementation Procedures

The school has implementation procedures to assist staff and volunteers when handling safeguarding concerns.

1.3.1 This Policy applies to the school's provision for SIH. The identity of and contact details for the Designated Safeguarding Lead/s with responsibility for safeguarding within this setting are outlined in the Parents and Students Handbook.

1.3.2 Throughout the setting all persons in the school are required to adhere to the ICT Acceptable Use Agreement on the use of mobile phones and cameras: that is, that images of pupils may not be stored on personal devices.

Any images taken on personal devices will be transferred to school systems as soon as reasonably possible and the personal copy permanently removed.



1.3.3 Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in wellbeing, physical indications, comments which give cause for concern, or any reasons to suspect neglect or abuse outside the setting), and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children

1.4 Children with Special Educational Needs and Disabilities or Physical Health Issues

Children with special educational needs and disabilities (SEND) or certain health conditions can face additional safeguarding challenges, including particular vulnerability to child-on-child abuse. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further explanation;
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEND or certain medical conditions to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these barriers. To address these additional challenges, such children may require extra pastoral support and attention, alongside any appropriate support for communication. Their additional vulnerabilities should also be particularly carefully considered in situations where the use of reasonable force may be needed.

2.0 Aims

2.1 Our aims are to:

2.1.1 Create an environment in the school which is safe and secure for all pupils.

2.1.2 Encourage our pupils to establish satisfying relationships within their families, with peers and with other adults.

2.1.3 Encourage children to develop a sense of autonomy and independence.

2.1.4 Work with parents to build their understanding of and commitment to the welfare of all pupils.

2.2 In order to fulfil these aims the Headteacher will take the necessary steps to ensure that:



2.2.1 All staff receive training in safeguarding children and an explanation of the systems within the school which support this as part of their induction.

This includes:

- The School's Safeguarding and Child Protection Policy (which includes whistleblowing procedures) and school Safeguarding Procedures (which incorporates the staff Code of Conduct)
- The identity and role of the Designated Safeguarding Lead(s) and Deputy Designated Safeguarding Lead(s)
- Online safety

2.2.2 All staff and the Head are trained in child protection regularly, and receive safeguarding and child protection updates as required, but at least annually.

Safeguarding training must be integrated, aligned, and considered as part of the whole school safeguarding approach and staff training programme. The Designated Safeguarding Lead(s) must receive the required updated Child protection at least every two years.

2.2.3 The School adheres to the SIH Recruitment Policy and guidance and safer recruitment procedures (found in the Safeguarding Procedures). Procedures are in accordance with the Safer Recruitment regulations including ensuring that at least one member of any recruitment panel involved in all stages of the recruitment process has undertaken the appropriate training in Safer Recruitment, and carrying out all required checks on the suitability of all staff to work with children and young people.

2.2.4. Appropriate supervision arrangements are put in place if staff start work before their DBS disclosure has been obtained.

2.2.5 The School obtains assurance that appropriate child protection checks are carried out and procedures apply to any staff member of another organisation who work with the school's pupils on another site (for example, in a separate campus).

2.2.6 Appropriate checks are carried out on external visitors coming onto the school site, depending on their business with the school and level of contact with children. Where relevant, this will include an assessment of the suitability, educational value and age appropriateness of any activities or material to be delivered.

2.2.7 All School staff are alert to signs of abuse and neglect, and all staff know to whom they should report concerns or suspicions of abuse or neglect

2.2.8 All School staff keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role. The school ensures that it has positive communication with the local safeguarding partners to ensure compliance with local protocol and access to relevant support



3.0 Responding to Safeguarding and Child Protection Concerns

3.1 Everyone who comes into contact with children and their families has a role to play in safeguarding children.

School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. School staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

3.2 Any concern, allegation or incident of abuse must be referred to the Designated Safeguarding Lead immediately. Staff should not assume that a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about sharing information or recording requirements, staff should discuss this with the Designated Safeguarding Lead. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

3.3 If staff have concerns about a child, they will need to decide what action to take. All staff should be prepared to identify children who may benefit from early help, that is, support as soon as a problem emerges. Such problems should be discussed in the first instance with the Designated Safeguarding Lead. The early help process may also involve sharing information with other professionals and contributing to an early help assessment.

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

- Is disabled and has specific additional needs
- Has special educational needs
- Is showing signs of being drawn into anti-social or criminal behaviour
- Is frequently missing/goes missing from care or from home
- Is in a family circumstance presenting challenges for the child
- Has returned home to their family from care
- Is at risk of being radicalised or exploited
- Is a privately fostered child

4.0 What is Child Abuse?



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

Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Children may be abused by an adult or adults or another child or children. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

The categories listed below are drawn from 'Keeping Children Safe in Education':

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

4.2 Emotional abuse - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

4.3 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. They may also include non-contact activities such as involving children in looking at or the production of sexual images or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. The sexual abuse of children by other children is a specific safeguarding issue in education.

4.4 Neglect - the persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate



food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Having or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils are taught about this as part of their internet safety education. The school takes incidences of sharing nude and semi-nude images extremely seriously, and deals with them in accordance with child protection procedures, including if necessary, reporting to the police.

5.0 Who are the abusers?

Abusers might be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers; in short, an abuser could be anyone.

5.1 Child-on-child abuse: all staff should also recognise that children are capable of abusing their peers, and that this can happen and must be addressed whether it occurs inside school, outside school, or online. Even if there are no reports, it does not mean it is not happening, it may be the case that it is just not being reported. For this reason, it is important that staff are alert to the signs of child-on-child abuse and that pupils feel able to report incidents, knowing they will be treated seriously. Child-on-child abuse is most likely to include, but is not limited to:

- bullying (including cyber, prejudice-based, and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, 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
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery), 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) It is more likely that girls will be victims of child-on-child abuse and boys perpetrators, but all child-on-child abuse is unacceptable and will be



taken seriously. Child-on-child abuse should be recognised as abuse and challenged as such. A zero-tolerance approach will be taken whereby it is never passed off as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’.

This can lead to a culture of unacceptable behaviours, an unsafe environment for children and at worst children accepting this as normal and not coming forward to report it. The school seeks to minimise the risk of such abuse by ensuring that it is clear to all members of the school community that it is not tolerated, and by educating pupils as part of the PSHE programme about healthy and respectful relationships, the wider societal factors (such as sexist stereotypes and language), and how to recognise, report and respond to child-on-child abuse.

Any concern about child-on-child abuse must be reported to the DSL. Allegations will be promptly and thoroughly investigated, recorded and treated according to their gravity, in line with the school’s anti-bullying or behaviour policy. The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding procedure is, subject to local specifics as in any other cases, when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

Victims, perpetrators and any other child affected will be supported within the pastoral care structure, taking account of their views and feelings, and support may include counselling where appropriate. All children involved will be treated as ‘at risk’.

5.2 Contextual safeguarding: safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside the school. All staff should consider the context within which such incidents and/or behaviours occur. It is important to provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

6.0 Signs of abuse

All School staff members should be aware of the signs of abuse, neglect and radicalisation so that they are able to identify cases of children who may be in need of help or protection.

6.1 Physical Abuse

- Unexplained injuries/burns
- Untreated injuries
- Bruises/abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks



- Bruising abrasions to lips, cheeks, outer ear

6.2 Emotional Abuse

- Excessive overreaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

6.3 Sexual Abuse

- Sexual awareness inappropriate to child's age, including provocative sexual behaviour
- Self-harm
- Pregnancy
- Sudden changes in behaviour or school performance
- Fear of undressing for swimming
- Depression/withdrawal
- Drug, alcohol, substance abuse

6.4 Neglect

- Constant hunger, tiredness and/or poor personal hygiene
- Untreated medical problems
- Destructive tendencies
- Social isolation
- Poor self-esteem and/or relationship with peers
- Excessive rocking, hair twisting, thumb sucking

7.0 Missing Children

A child going missing from an education setting is a potential indicator of abuse and neglect. Staff should treat prolonged or repeated absence, or particular patterns of



absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly.

8.0 Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering, abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are however well placed to observe children and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

It is also important that staff are aware how adverse childhood experiences can have a lasting impact on children's mental health, behaviour and education.

If staff have a concern about a child which is also a safeguarding concern, immediate action should be taken following the procedures in this Policy.

9.0 Designated Safeguarding Lead (DSL)

9.1 The School has appointed a Designated Safeguarding Lead and deputies to contact in their absence. The Designated Safeguarding Leads are members of the School's Leadership Team with the necessary status and authority to take lead responsibility for child protection matters (including online safety). This responsibility cannot be delegated. The school will ensure that the Designated Safeguarding Lead/s are given the time/cover, funding, training, resources and support to fulfil their role.

During term time, the Designated Safeguarding Lead and/or a Deputy will always be available (during school hours) for staff to discuss any safeguarding concerns. Adequate and appropriate cover will be arranged for any out of hours/out of term activities. The Designated Safeguarding Leads will ensure that arrangements for cover are communicated clearly to staff.

10.0 The Designated Safeguarding Leads will:

10.1 be responsible for ensuring that all cases of suspected or actual child protection concerns are dealt with in accordance with the guidance and regulations set out above.

10.2 refer cases of suspected abuse or allegations to the local Social Services Department and/or the police if necessary

10.3 receive appropriate training in child protection matters, at least annually and in addition to formal training, update their knowledge and skills at regular intervals in order to keep up with developments relevant to the role.



Deputy DSLs will be trained to the same level as DSL's.

10.4 act as a source of advice and support within the school and co-ordinate action regarding referrals in relation to both children and allegations against staff.

11.0 Responding to Disclosures of Abuse

11.1 Children are more likely to be abused by someone they know and trust than by a stranger. Staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always take action in the best interests of the child.

11.2 Staff should make themselves available to reassure the pupil that what they are saying is being taken seriously and without criticism, and should respond in a supportive, calm manner, avoiding asking detailed questions. The role of the staff member is to listen, record and report; not to investigate.

A pupil should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. No pupil should ever be made to feel ashamed for making a report. Staff should also take care to ensure that their behaviour and actions do not place pupils or themselves at risk of harm.

11.3 If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section. All children involved, whether a potential perpetrator or victim, will be treated as being 'at risk'. The Designated Safeguarding Lead will liaise with local agencies in relation to handling any such cases which arise. A bullying incident will be regarded as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. See the Anti-Bullying Policy.

12.0 Immediate Response

If a disclosure is made, the member of staff or volunteer should:

12.1 allow the pace of the conversation to be dictated by the pupil;

12.2 ask open questions which encourage the pupil to talk such as "can you tell me what happened?"

12.3 accept what the pupil says and not ask for further detail;

12.4 acknowledge how hard it was for them to tell you and show by voice tone and/or facial expression that you are taking their concerns seriously;

12.5 note carefully any clearly visible external signs of possible injury or neglect (but note paragraph 5.5.4 below);



12.6 reassure the pupil that they have done the right thing, that they are not at fault, and explain whom you will have to tell (the Designated Safeguarding Lead) and why.

13.0 The member of staff should not:

13.1 burden the pupil with guilt by asking questions such as “why didn’t you tell me before?”

13.2 interrogate or pressure the pupil to provide information;

13.3 ask any potentially leading questions, as this may impact on any potential case brought to court;

13.4 undress the child or examine clothed parts of the child’s body in an attempt to determine the nature of any such injuries/neglect;

13.5 criticise the alleged perpetrator, this may be someone they love;

13.6 promise confidentiality

13.7 make promises that they cannot keep such as “I’ll stay with you all the time” or “it will be alright now”;

13.8 put words in the child's mouth (i.e. finish their sentences);

13.9 jump to conclusions or speculate about what happened or might have happened, or make accusations;

14.0 Managing a disclosure

If a pupil confides in a member of staff and requests that the information is kept secret, staff must not make promises about confidentiality. Staff must tell the pupil sensitively that they have a responsibility to tell the named Designated Safeguarding Lead so that the child can be helped to stay safe and feel better.

14.1 In every case, the member of staff should consider whether the pupil is able to provide consent for the information to be shared and if so, seek to obtain that consent in accordance with the school Safeguarding Procedures relating to information sharing and consent. If the pupil does not consent, the member of staff should explain that they need to share the information with the Designated Safeguarding Lead and reassure them that the information will only be disclosed to other people who need to know. The member of staff should refer to the Safeguarding Procedures for further information and guidance.

14.2 The school recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.



We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. The school has age-appropriate systems in place for children to express their views and give feedback so that their wishes or feelings will be taken into account when determining what action to take and what services to provide.

However, the child's wishes or feelings cannot override the duty to refer suspected abuse to children's social care or police.

14.3 The School will provide continuing support to a pupil who has disclosed abuse through promoting a caring and safe environment within the school and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, the school will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.

14.4 All allegations involving staff will be discussed immediately with the Headteacher before any investigation takes place. In borderline cases, these discussions can be held without naming the individual. In any case of immediate risk or serious harm to children, the police shall be informed at the outset.

15.0 Recording Information

Staff should:

15.1 make a record of the disclosure or concern, including the date, time, place and context, and what has actually been said (wherever possible using the child's exact words, even if they seem childish, rude or inappropriate), not assumption or interpretation.

15.2 clearly distinguish between fact, observation, allegation and opinion;

15.3 record any observed injuries and bruises;

15.4 note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms");

15.5 alert the Designated Safeguarding Lead;

15.6 appreciate that their records may be used in criminal proceedings or disciplinary investigations.

16.0 Reporting Concerns

16.1 Any concerns about pupils must be discussed with the Designated Safeguarding Lead (or in their absence the Deputy Designated Safeguarding Leads) as soon as possible and at latest by the end of the school day.



16.2 The school's procedures differentiate between safeguarding children who have suffered significant harm and those who are in need of support from one or more agencies. In cases where a child is not suffering or at risk of suffering serious harm, but rather is in need of additional support, an inter-agency assessment will be undertaken to determine the most appropriate action.

16.3 If, at any point, there is a risk of immediate serious harm to a child a referral should be made immediately. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

17.0 Allegations against staff

17.1 The aim is to deal with any allegation quickly and in a fair and consistent way which provides effective protection for the child and at the same time provides appropriate support for the person who is the subject of the allegation.

17.2 Where a safeguarding-related allegation or cause for concern is made against any member of staff (including the Designated Safeguarding Lead), the matter should be reported immediately to the Headteacher (unless the allegation relates to the Headteacher or there is a conflict of interest in reporting the matter to the Head). The Headteacher should not speak to the member of staff who is the subject of the allegation at this point.

17.3 Where a safeguarding related allegation or cause for concern is made against the Headteacher or there is a conflict of interest in reporting the matter to the Head, it should be reported immediately to the Headteacher without informing the Head.

17.4 A decision as to how to proceed and eventually whether or not to suspend a member of staff will be taken by the CEO following consultation with the Headteacher.

Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. Suspension is not an automatic response, and the decision will be taken according to the circumstances of each particular case.

17.5 If there has been a substantiated allegation against a member of staff, the school will work to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

18.0 Low level concerns

18.1 A low level concern about the behaviour of a member of staff is one where such behaviour does not meet the 'harms threshold' and yet appears to be inconsistent with the staff code of conduct or professional boundaries.



18.2 It is crucial that any such concerns should be shared. This will maintain an open and transparent culture within the school, reinforcing its ethos and values; ensure that adults working in the school act within professional boundaries; and enable concerning, problematic or inappropriate behaviour to be identified and addressed early, minimising the risk of abuse.

18.3 Low level concerns about a member of staff should be reported as set out in above. Staff are also encouraged to self-refer where, for instance, they have found themselves in a situation which could be misinterpreted, or on reflection feel they may have compromised the school's expected professional standards. Reports about supply staff and contractors will be notified to their employers so that any potential patterns of inappropriate behaviour can be identified.

18.4 The Headteacher will investigate the concern, speaking to the person who raised the concern, the individual involved, and any witnesses. The action to be taken will be determined by and proportionate to the nature of the incident, whether the report can be substantiated and whether any pattern of behaviour appears to be emerging. Support will be offered where appropriate and where needed to enable the member of staff in question to correct their behaviour in future.

18.5 The Headteacher must record all low-level concerns in writing, including details of:

- The concern,
- The context of the report
- The name of the individual sharing the concern (requests for anonymity should be respected as far as reasonably possible)
- Action taken and the rationale for this.

18.6 Records of low-level concerns must be reviewed periodically in order to identify any patterns of concerning, problematic or inappropriate behaviour. Should a pattern of behaviour be identified, the school will decide on a course of action depending on the nature of the concerns.

19.0 Roles and Responsibilities

19.1 The School have separate procedures which detail the roles and responsibilities of all staff in relation to safeguarding.

19.2 protect pupils from abuse

19.3 follow the school's safeguarding policy and procedures, and appropriate to their role, including subsequent updates to this guidance



19.4 know how to access and implement the procedures

19.5 know the identity of the School's Designated Safeguarding Lead/s and who to speak to in the absence of the Designated Safeguarding Lead/s

19.6 report all safeguarding concerns to the Designated Safeguarding Lead

19.7 keep a record of any safeguarding concern, conversation or incident

19.8 undertake appropriate training as detailed above.

20. Duty to report concerns about the management of safeguarding

20.1 The School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime, and feel confident that such concerns will be taken seriously by the senior leadership team. The duty to report concerns about the management of safeguarding is part of the Code of Conduct, and will also be reflected in staff training.

20.2 Where staff reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns. The member of staff should bring their concerns to the attention of the Designated Safeguarding Lead, or in a case where the concerns relate to the actions or inaction of the Designated Safeguarding Lead, to the Head.

20.3 An annual review of this Policy and associated procedures, and the efficiency with which associated duties have been discharged, will be undertaken so that any deficiencies or weaknesses can be remedied without delay.