



St Mary's School
CAMBRIDGE

**Safeguarding and Child
Protection Policy**

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KEY EXTERNAL CONTACTS

Cambridgeshire Education Safeguarding Team	ECPS.General@Cambridgeshire.gov.uk
Early Help Hub	Tel:01480 376666 Early.helpub@cambridgeshire.gcsx.gov.uk
Local Authority Named Senior Officer: Education Advisor – Chris Meddle Education Advisor – Diane Stygal	Tel:01223 703564 Chris.meddle@cambridgeshire.gov.uk Tel: 01223 507115 Diane.stygal@cambridgeshire.gov.uk
Local Authority Designated Officer: (Designated Officer) Amanda Harrison Lyn Chesterton	Tel: 01223 727967 LADO@cambridgeshire.gov.uk
Cambridgeshire County Council Social Care Team and Multi- Agency Safeguarding Hub (MASH) Direct contact centre Monday to Thursday 8am - 4.30pm Out of Hours Emergency Duty Team	Tel: 0345 045 1362 Tel: 01733 234724 MASH.C&F@cambridgeshire.gcsx.gov.uk
Police Emergencies Child Abuse Investigation Unit	Tel: 999 Tel: 101
Support and Advice about Extremism: Police Department for Education	NON EMERGENCY number tel: 101 NON EMERGENCY number tel: 020 7340 7264 counter.extremism@education.gsi.gov.uk
Reporting Female Genital Mutilation Police Child Abuse Investigation Unit Cambridgeshire county Council out of hours emergency duty team	Tel: 101 Tel: 01733 234724
NSPCC Whistleblowing Advice Line	ADDRESS: National Society for the Prevention of Cruelty to Children: Weston House, 42 Curtain Road London EC2A 3NH

	Tel: 0800 028 0285 help@nspcc.org.uk
UK Safer Internet Centre	Tel: 0344 381 4772 (Monday to Friday 10am-4pm) helpline@saferinternet.org.uk
Disclosure and Barring Service	ADDRESS: PO Box 181, Darlington, DL1 9FA Tel: 01325 953795 dbsdispatch@dbs.gsi.gov.uk
Teaching Regulation Agency	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH Tel: 0207 593 5393 misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	Tel: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk
National Children's Commissioner	Tel: 0800 528 0731

KEY SCHOOL CONTACT DETAILS

Designated Safeguarding Leads (DSL) and Deputy Designated Safeguarding Leads (DDSL)



Designated Safeguarding Lead (DSL) / Prevent Lead/FGM Lead

St Mary's Senior School: Miss Aodain Fleming (Deputy Head – pastoral)

[Tel:01223 224172](tel:01223224172)

E-mail: afleming@stmaryscambridge.co.uk



Designated Safeguarding Lead (DSL) / Prevent Lead

St Mary's Junior School (including the EYFS setting):

Mr Matthew O'Reilly (Head of Juniors)

Tel: 01223 224149

E-mail: moreilly@stmaryscambridge.co.uk



Deputy Designated Safeguarding Lead (DDSL) /Domestic Violence Lead

St Mary's Senior School

Mr Paul Mallabone (Head of Upper School)

Tel: 01223 224147

E-mail: pmallabone@stmaryscambridge.co.uk



Deputy Designated Safeguarding Lead (DDSL)

St Mary's Junior School (including the EYFS setting):

Mrs Kerry Owens (Deputy Head of Junior School, Pre- prep co-ordinator)

Tel: 01223 224141

E-mail: kowens@stmaryscambridge.co.uk



Safeguarding and Child Protection Governor (Governor nominated to take a particular interest in the School's safeguarding arrangements):

Dr Nessa Ward contact via school via Heads' PA Ms B Yorke

[Tel:01223 224102](tel:01223224102)

E-mail: NWard@stmaryscambridge.co.uk

Chair of Governors:

Mr Stuart Westley

contact via school via Mrs K Dix, St Mary's School, Bateman Street, Cambridge, Cambridgeshire CB2 1LY

[Tel:01223 224102](tel:01223224102)

E-mail: SWestley@stmaryscambridge.co.uk

POLICY STATEMENT

Scope

This policy applies to St Mary's School, Cambridge ("the School"). It applies to all pupils including those in the Early Years Foundation Stage (EYFS) and boarders and applies at all times including where pupils and staff are away from School. This policy is reviewed and updated annually (as a minimum) and is available on the School website, at reception or on request. This policy is available to all staff on the Child Protection tile on Cloudbase.

This policy sets out how the School's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of pupils who are at the School. This policy applies to all staff in school, regardless of their employment status, including contractors, peripatetic staff, coaches, volunteers and governors.

In this policy, DSL means the Junior School and Senior School Designated Safeguarding Leads. References to DSL include the Deputy DSL (DDSL) where the DSL is unavailable.

Advice and Guidance

This policy has regard to the following guidance and advice:

- Keeping children safe in education (September 2018) ('KCSIE')
- Working together to safeguard children (July 2018)
- Disqualification under the Childcare Act 2006
- Revised Prevent duty guidance for England and Wales (July 2015)
- Channel duty guidance; protecting vulnerable people from being drawn into terrorism (HM Government, April 2015)
- Multi-agency statutory guidance on female genital mutilation (HM Government, April 2016)
- What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Information sharing: advice for practitioners providing safeguarding services (July 2018)
- The use of social media for on-line radicalisation (July 2015)
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety (UKCCIS), August 2016)
- Children missing education (September 2016)
- Child sexual exploitation: definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (February 2017)
- Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- Searching, screening and confiscation: advice for schools (January 2018)
- Strategy for dealing with safeguarding issues in charities (December 2017)
- Regulatory alert to charities – safeguarding (December 2017)
- How to report a serious incident in your charity (September 2017); and
- Cambridgeshire Local Safeguarding Children Board Threshold Document 2017

The following policies and procedures are relevant to this policy:

Staff Behaviour Policy

Whistle Blowing Policy

Recruitment, Selection and Disclosure Policy

IT Acceptable Use Policy

On Line Safety Policy

Pupil Internet and IT Policy

Social Media Policy

Behaviour, Discipline and Exclusions Policy

Anti-bullying Policy

Risk Assessment Policy

Visitors Policy

Missing Child and Uncollected Child Procedure

SEND (Learning Difficulties) Policy

Equality Policy

Health and Safety Policy

Physical Restraint Policy

Medicines Policy – days girls and boarders

This policy also takes into account the procedures and practice of Cambridgeshire Local Safeguarding Children Board

WHAT TO DO IF STAFF HAVE CONCERNS ABOUT A CHILD

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.

The School has arrangements for listening to children and providing early help. Pupils have opportunities in the School to raise concerns and have 'their say'. This includes pastoral staff, nurses, the School counsellor, the lay School chaplain, through school surveys and the School council where each form is represented.

Definition of safeguarding and types and indicators of abuse

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's 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.

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 institutional or community setting by those known to them or, more rarely, by others (e.g. via

the internet). 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.

Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

Please see Appendix 1 of this policy for further detail of the types of abuse and possible indicators of abuse. Staff members should maintain an attitude of “**it could happen here**” where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the best interests of the pupil.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below and action must be taken **immediately**. Staff should not assume that somebody else will share information that might be critical in keeping the child safe.

1. Listen to the disclosure

- listen carefully and keep an open mind
- avoid asking leading questions
- reassure the pupil that the allegation/complaint will be taken seriously
- do not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken
- record information and report the concern in accordance with this policy

2. Record the concern

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing on the Logging Concern form which can be found in Cloudbase Child Protection Tile.

The record should be factual and should include:

- the pupil’s details: name and date of birth
- the date and time of the event/concern/conversation
- the detail of what was said and done by whom and in whose presence
- the action taken and by whom with reasons for decisions made
- the name and position of the person making the record who should print their name, sign and date it.

All other evidence, for example, notes made, text messages, clothing, computers, screen shots must be kept securely. Where the allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the DSL or the DDSL).

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence.

Where an allegation or complaint is made by an adult, the DSL will inform them that their evidence will be passed on to a third party and they will be required to give a signed statement. If, after consideration, it is decided to pass the information and any documentation to an outside agency in accordance with this policy, the DSL will (unless advised otherwise) contact the disclosing party and inform them of this.

3. Report the concern

If the concern involves an allegation against staff, this must be reported in accordance with the arrangements for dealing with allegations of abuse against teachers and other staff (including the Head, governors and volunteers) set out below at page 18.

See also Appendix 2 – the Cambridgeshire flowchart about how to report concerns.

The member of staff must report the concern to the DSL or DDSL in the DSL's absence. In exceptional circumstances if the DSL and DDSL are unavailable, staff must not delay taking action. Staff should speak to a member of the senior leadership team and/or advice should be taken from Children's Social Care. See contact details at the beginning of this policy. Any action should be shared with the DSL or DDSL as soon as is practically possible. See further guidance on pages 13 and 14 of this policy.

Where a child is suffering or is likely to suffer from harm, a referral to Children's Social Care should be made immediately. Staff should be aware of the process for making referrals direct to Children's Social Care and/or the Police in these circumstances. Any action should be shared with the DSL or DDSL as soon as is practically possible. See further guidance on pages 13 and 14 of this policy. See Appendix 4 for referrals to Children's Social Care.

Teachers must report known cases of female genital mutilation (FGM) to the Police. See Appendix 1 for further information about FGM and this reporting duty. All other staff should report FGM concerns to the DSL.

4. Action by the DSL

The DSL will consider the appropriate course of action in accordance with the Cambridgeshire Local Safeguarding Children Board (LSCB) procedures and referral threshold document. Such action may include:

- Managing any support for the pupil via the School's own pastoral support processes (taking advice from Children's Social Care where required);
- An Early Help assessment (see below); or
- A referral for statutory services

Where the concern relates to the welfare of a pupil who is over 18 or over, the DSL will consider whether it is necessary to refer such concerns to the Safeguarding Adults Board rather than, or in addition to, Children's Social Care.

Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

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

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

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the LSCB referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to Children's Social Care if the pupil's situation appears to be getting worse or does not appear to be improving. The School recognises that whilst any child may benefit from early help, staff are encouraged to consider the wider environmental/ associated factors present in a child's life which could pose a threat to their welfare or safety (contextual safeguarding).

What staff should do if they have concerns about a child

If staff (including governors and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to Children's Social Care. (See Appendix 4). If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Confirmation of the referral and details of the decision as to what course of action will be taken should be received from Children's Social Care within one working day. If this is not received, the DSL (or the person who made the referral) should contact Children's Social Care again. Following a referral, if the child's situation does not appear to be improving, the local escalation procedures should be followed to ensure that concerns have been addressed and that the child's situation improves. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a child is in danger or at risk of harm

If staff (including governors and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to Children's Social Care and/or the Police. **Anyone can make a referral.** Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the Police and Children's Social Care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Confirmation of the referral and details of the decision as to what course of action will be taken should be received from Children's Social Care within one working day. If this is not received, the DSL (or the person who made the referral) should contact Children's Social Care again. Staff should challenge any inaction. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Board (LSCB) is Cambridgeshire. A full copy of their local procedures can be found at www.cambslscb.co.uk

What staff should do if a child is seen as at risk of radicalisation

Staff should refer to Appendix 1 for more information about radicalisation.

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or Children's Social Care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call the Police on 999 or seek advice from the Children's Social Care team and multi agency safeguarding Hub (MASH). Advice and support can also be sought from the Police on tel number 101 and from Children's Social Care.

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the MASH and or Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and DDSL and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of Female Genital Mutilation ('FGM')

Staff should refer to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

Teachers must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with DSL and involve Children's Social Care as appropriate.

What staff should do if a child goes missing from education

If a child misses education, particularly on repeat occasions, this can be a potential indicator of abuse or neglect. The School's procedures for unauthorised absence, searching for and dealing with children who go missing from the School are in the Missing Child and Uncollected Child procedure.

The School monitors attendance regularly and on an ongoing basis to ensure that formal reports of any persistent absence or concerns about rising levels of poor attendance are monitored effectively and reported to Cambridgeshire Local Authority (and where relevant other external agencies for family support).

The School will report to the Cambridgeshire Local Authority a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- fulfil its duty to identify children of compulsory school age who are missing from education; and
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

What staff should do if they have concerns about another staff member

If staff have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding **managing allegations of abuse against staff (including volunteers)** and refer the matter directly to the Designated Officer(s).

What staff should do if they have concerns about safeguarding practices in the School

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's Whistleblowing Policy which can be found on the policies page of the School website. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Contacts page at the start of this policy.

ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS

The conduct of most pupils towards each other will, in most cases, be covered by the School's Behaviour Policy. However, some behaviour by a pupil towards another may be of such a nature that additional safeguarding concerns are raised.

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, bullying (including cyber-bullying), initiation / hazing type violence and rituals, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh". The School will challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Harmful sexual behaviour is a term that includes sexual violence and sexual harassment. The School recognises that problematic, abusive and violent sexual behaviours are inappropriate and may cause developmental damage. Harmful sexual behaviours can occur online and offline (both physical and verbal), are never acceptable and may be criminal. Further guidance can be found in KCSIE part 5 and The DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges'.

The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children.

The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse.

The School take steps to minimise the risk of peer-on-peer abuse. The School has robust Anti-Bullying procedures in place (see the School's Anti-Bullying Policy) and pupils are taught about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and appropriate action is taken to protect pupils identified as being at risk.

Allegations against pupils should be reported to the DSL. If sexual violence or sexual harassment is alleged to have occurred the DSL will take into account the response of the Police and Children's Social Care to these issues.

A pupil against whom an allegation of abuse has been made may be suspended from the School as a neutral measure during the investigation. The School will take advice from the Cambridgeshire Local Safeguarding Children's Board (LSCB) and/or the Police, as appropriate, on when and how to inform the pupil about the allegations and how investigation of such allegations will be conducted and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator/s.

If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LSCB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the LSCB and/ or the Police as appropriate. In the case of pupils whose parents are abroad, the pupil's education guardian will be requested to provide support to the pupil and to accommodate her if it is necessary to suspend her during the investigation.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the Police. If the DSL decides to make a referral to Children's Social Care and/or a report to the Police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. **The School's approach to sexting is set out in Appendix 1.**

In the event of disclosures about peer-on-peer abuse, all children involved (both victim and perpetrator/s) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Appropriate support will be provided to all pupils involved, including support from external agencies as necessary.

Information sharing

The Data Protection Act 2018 does not prevent school staff from sharing information with the relevant agencies, where that information may help to protect a child.

See Department of Education guidance - Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018.

The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. When a child leaves the School before the age of 18 their Child Protection file (if relevant) is transferred securely to the new school.

The School will co-operate with Children's Social Care and where appropriate, with the Police, to ensure that all relevant information is shared for the purposes of early help assessments and child protection investigations. Where allegations have been made against staff, the School will consult with the Designated Officer, Police and Children's Social Care (where relevant) to agree the information that should be disclosed and to whom.

The School will ensure that staff are aware of their responsibilities under the Staff Data Protection Policy. Staff are aware of the data retention/breach guidelines which can be found in Cloudbase under the compliance tile – (data protection) and in the child protection tile.

The records created as part of these procedures may contain personal data and special category data. The School has a number of privacy notices which explain how the School will use personal data for the benefit of pupils, parents and others. These are published on the School website.

Informing parents

Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the Head, the Designated Officer, Children's Social Care and/or the Police before discussing details with parents. In all cases, the DSL will be guided by the Cambridgeshire LSCB threshold document.

See arrangements for dealing with allegations of abuse against teachers and other staff below about disclosure of information where an allegation has been made against a member of staff.

Additional Reporting

The School will consider whether it is required to report safeguarding incidents to any other regulatory body or organisation, including but not limited to:

- Health and Safety Executive – Please see the School's Health and Safety Policy.

- Charity Commission – The School is a registered charity and is required to report all serious incidents to the Charity Commission in accordance with the guidance ‘How to report a serious incident in your Charity’ CC September 2017. Serious incidents that will be reported to the Charity Commission include suspicions, allegations or incidents of abuse involving pupils. The School will notify the Charity Commission of other agencies to which the incident has been reported in accordance with this policy.
- Boarding School Association – as a member school we will report matters in accordance with the Commitment to Care charter
- Insurers – the School will consider whether it is necessary to report a safeguarding incident to the relevant insurers and/ or brokers and if so, the time-scale required by the relevant policies. In any event, this will be done prior to renewal to ensure the School complies with its duties under the Insurance Act 2015.

ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD (of each school), GOVERNORS AND VOLUNTEERS)

The School's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and LSCB arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil or
- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.

These procedures seek to strike a balance between the need to protect children from abuse and the need to protect staff from malicious, false, unsubstantiated or unfounded allegations.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the Designated Officer.

The local authority has a team of people who are involved with the management and oversight of allegations against people that work with children (Local Authority Named Senior Officer and Designated Officer). The Designated Officer will be informed immediately and in any event within one working day of all such allegations that come to the School's attention and appear to meet the above criteria.

Detailed guidance is provided to staff to ensure that all staff are clear on the rules of conduct and the expectations of the School in relation to the contact with pupils, parents, colleagues and any other person who comes into contact with the School. This guidance is contained in the Staff Behaviour Policy and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

If an allegation is made

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Designated Officer or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the Designated Officer on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the Head. If the Head is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with the Chair of Governors and Designated Officer.
2. An allegation against a Governor should be reported immediately to the Safeguarding Governor. If the Safeguarding Governor is the subject of the allegation it should be reported to the Head.

3. The person taking action is known as the Case Manager. The Case Manager should immediately discuss the allegation with the Designated Officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the Case Manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the Case Manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The Designated Officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or Children's Social Care.
4. The Case Manager will ensure that the individual who is subject of the allegation is informed of the allegation as soon as possible after the Designated Officer (and Police where relevant) has been consulted. The Case Manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
5. The Case Manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The Case Manager will give due weight to the views of the Designated Officer and *KCSIE* when making a decision about suspension. Where the individual is suspended, the Case Manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
6. Where a member of boarding staff is suspended pending an investigation, the Case Manager will consider whether arrangements for alternative accommodation away from children should be made.
7. The Case Manager will ensure that parents or carers of the child / children involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed about progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.
8. The Case Manager will discuss with the Designated Officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated, and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). An interim referral may be considered if appropriate.
9. On conclusion of the case, the Case Manager should review the circumstances of the case with the Designated Officer to determine whether there are any improvements to

be made to the School's safeguarding procedures or practices to help prevent similar events in the future. Where necessary, a report will be made to the Board of Governors.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. The School is mindful that there may be reporting restrictions preventing the identification of a teacher who is the subject of such an allegation.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so and will inform the Boarding School Association (where relevant).

STAFF BEHAVIOUR POLICY

The School's Staff Behaviour Policy can be found on the School website (policies) and in Cloudbase Human Resources tile. The aim of the Staff Behaviour Policy is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

SAFER RECRUITMENT

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service. The School maintains a single central register of appointments for all staff.

Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people is set out in the School's Recruitment, Selection and Disclosure Policy. Staff connected to the EYFS and later years provisions are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriate supervised is set out in the School's Visitors Policy.

MANAGEMENT OF SAFEGUARDING

The Junior School DSL is Matthew O' Reilly and the Junior School DDSL is Kerry Owens. The Senior School's DSL is Aodain Fleming and the Senior School DDSL is Paul Mallabone. Matthew O' Reilly, Aodain Fleming and Paul Mallabone are members of the leadership team. This ensures there is the required cover for the role at all times.

The DSLs and DDSL's contact details can be found on the Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in their respective Schools. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, to support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the governors to review and update the School's safeguarding policy. Where a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

The DSLs regularly review the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

The DSLs or DDSLs should always be available during school hours or when a school activity is taking place to discuss safeguarding concerns and may be contacted via the number given in the Key contacts section above in relation to any safeguarding concern. Staff are provided with a mobile number for the DSLs to call. If, in exceptional circumstances, the DSLs or DDSLs are unavailable then urgent safeguarding matters should be referred directly to Children's Social Care (and copied to the relevant DSL). Staff must not delay in taking action.

Full details of the DSL's role can be found at Annex B of *KCS/IE* and Annex 2 of this policy.

Ultimate lead responsibility for safeguarding and child protection remains with the DSLs and this responsibility should not be delegated. The DSLs from each school, together with the Governor with responsibility for safeguarding, meet three times a year to discuss recent trends and updates.

TRAINING

Induction and further training are in line with advice from the LSCB. Additionally, the School will assess the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns. All Governors receive safeguarding training on induction and will also receive safeguarding and child protection updates at least annually. The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including staff meetings, twilight training, INSET and professional development appraisals.

All Staff

All new staff will be provided with induction training that includes:

- the Safeguarding and Child Protection Policy;
- the role and identity of the DSL(s) and DDSLs;

- the Behaviour Policy;
- the Staff Behaviour Policy;
- the Whistle Blowing Policy;
- the ICT Acceptable Use Policy and On -Line Safety Policy
- the Social Media Policy
- the Missing Child and Uncollected Child Policy;
- a copy of Part one and Annex A of *KCSIE*
- appropriate Prevent duty training

All staff are also required to:

- Read Part one and Annex A of *KCSIE* and confirm that they have done so. Each time Part one of *KCSIE* is updated by the Department for Education, staff will be updated on the changes.
- Understand key information contained in Part one and Annex A of *KCSIE*. The School will ensure staff understanding by a quiz and by regular training.
- Receive training in safeguarding and child protection regularly, in line with advice from the LSCB. Training will include online safety and harmful sexual behaviours. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, INSET, emails, bulletins and staff meetings.

DSL(s)

The DSLs and DDSLs receive updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in the LSCB's approach to *Prevent* duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of *KCSIE and Appendix 2*.

In addition to their formal training, the DSL's and DDSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

Dr Nessa Ward is the governor designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. The safeguarding governor is a member of the Governance Committee.

A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The policy is updated and considered by the leadership team. The DSL reports to the Governance Committee in September to raise any topics of interest and summarise the School's safeguarding practices over the year. The Local Authority safeguarding audit is completed by the DSL and presented to the Governing Body at the end of the Autumn term. The DSLs work with the safeguarding governor to prepare a report for the Spring term Governing Body meeting. This includes how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.

The School draws on the expertise of staff, including the DSLs and DDSLs, in shaping the School's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the School will work with the Designated Officer 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.

THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching children how to keep safe

The governing body ensures that the School teaches its pupils about safeguarding, including online, through the curriculum, assemblies and PSHEE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the School's curriculum and also embedded in PSHEE and sex and relationships education (SRE).

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in the School's On-Line Safety Policy and the Pupil Internet and IT Policy which also includes detail on the use of mobile technology in school (and accessing 3G and 4G technology on school premises) and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

Pupils are taught about the importance of wellbeing, emotional, physical and mental health in order to develop resilience and self-esteem. Parental advice is offered through parent talks and in newsletters. Pupils are taught about harmful sexual behaviours through PSHEE

education appropriate to their age and stage. Pupils have several sources of support within the School; tutors, heads of year, nurses and the lay chaplain. There is a written procedure for pupils to use if they have a worry or complaint and there is a mentoring programme for year 7 pupils.

Looked after children

Where the School welcomes a pupil who is looked after by the local authority, the School will nominate a suitably trained designated teacher with responsibility for looked after children. This person acts as the link with the local authority to ensure that staff have up-to-date assessment information, the most recent care plan and contact arrangements with parents.

Arrangements for visiting speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable (The School's Visitors Policy). The School must critically assess the information they receive from the visiting speaker; the information to be delivered must be aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a visiting speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

Whilst on the School site, visiting speakers will be supervised by a school employee. On arrival, visiting speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Visitors Policy and Data Protection Policy.

EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS

Disqualification from working in childcare

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. This forms part of the School's safer recruitment practices, further details of which can be found in the School's Recruitment, Selection and Disclosure Policy.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Use of mobile phones and cameras

The Staff Behaviour Policy and the Taking, Storing and Using Images of Children Policy sets out the guidance for use for staff.

The Pupil Internet and IT Acceptable Use Policy and the Taking, Storing and Using Images of Children Policy sets out the guidance for use for pupils. Pupils are not permitted to bring mobile phones or any mobile device with a camera facility into the EYFS setting.

Parents may bring mobile phones onto the premises but may only take photographs during school events for personal use. Parents should be reminded that the publication of such images (including on social network sites) may be unlawful.

Visitors may bring mobile phones onto the premises but may not take photographs or videos under any circumstances. A commercial organisation may do so but only with the consent of a senior member of staff, with appropriate supervision and after checking that relevant consent/s has been obtained.

DSL for the EYFS

The DSL in the EYFS setting is Matthew O' Reilly and the DDSL is Kerry Owens (see key contacts).

Duty to notify Ofsted

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

Review

This policy will be reviewed by the leadership team (which includes the DSLs) and the Governance Committee of the Governing Body in September 2019 or earlier if required.

Review: September 2018

Date of next review: September 2019

Authorised by: Stuart Westley on behalf of the Governing Body

Circulation: Governors/staff/volunteers/parents

Publication: School's website / Cloudbase / available from the School office on request

APPENDIX 1 – TYPES AND INDICATORS OF ABUSE AND SPECIFIC SAFEGUARDING ISSUES

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

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

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 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.

Indicators of Abuse

GENERAL INDICATORS OF ABUSE:

- Significant changes in behavior without explanation
- Unkempt appearance
- Significant changes in behavior without explanation
- Deterioration in work
- Poor attendance at school/persistent lateness
- Low self esteem
- Withdrawn
- Aggressiveness, anger, anxiety, tearfulness
- Extremes of passivity or aggression
- Fear of parents being contacted
- Running away
- Self-harm

Indicators of physical abuse may include:

- Bruises/marks on soft parts of the body e.g cheeks, forearm (in defence), hips, stomach, upper arms, shoulders and neck
- Bruises/marks that carry the imprint of an implement or hand
- Bite marks, burns, scalds, wealds
- Unexplained recurrent injuries, burns or bruises
- Untreated injuries

Behavioural indicators of physical abuse may include:

- Refusal to discuss injuries or improbable explanations
- Flinching from physical contact
- Acceptance of excessive punishment
- Pattern of absences which may serve to hide bruises or other physical injuries
- Wearing clothes that may cover bruises, particularly in hot weather
- Fear of undressing for PE, for example
- Aggression towards others
- Over compliant behaviour or a 'watchful attitude'

Indicators of neglect may include:

- Constant hunger and tiredness
- Underweight or obesity
- Poor personal hygiene
- Inadequate or poor state of clothing
- Poor skin or hair tone
- Not receiving basic health care

Behaviour indicators may include:

- Social isolation
- Frequent lateness or non-attendance at school
- Destructive tendencies
- Poor relationships with peers
- Scavenging and scrounging

Neglect may be characterised by parents 'omitting' to care appropriately for their child/ren:

- Leaving them at home when they are too young to care for themselves
- Exposing children to dangerous situations
- Putting their own needs before those of their children
- Leaving them with inappropriate carers
- Failing to provide adequate shelter, food or clothing
- Failing to seek medical treatment when children are ill or injured

Indicators of emotional abuse may include:

- Delays in physical development
- Self-harm
- Sudden speech disorders
- Physical complaints with no medical basis

Behavioural indicators of emotional abuse may include:

- Excessively withdrawn
- Delays in intellectual development
- Continual self – depreciation
- Negative statements about self
- Over reaction to mistakes
- Fearful or anxious about doing something wrong
- 'neurotic' behavior
- Obsessive rocking, thumb sucking
- Air of detachment
- 'don't care' attitude
- Social isolation
- Does not join in and has few friends
- Desperate attention seeking behavior

Family or parent behaviour may include:

- Mental ill health
- Suicide attempts, depression, threats
- Domestic violence
- Alcohol and drug abuse
- Blames or puts the child down
- Humiliate their child
- Calling or negative comments
- Cold and rejecting
- Indifferent to child's problems or welfare
- Withholds affection
- Shows preferential treatment when there is more than one child in the family

Indicators of sexual abuse may include:

- Provocative sexual behaviour, overly affectionate
- Sexual awareness inappropriate to the child's age shown for example in drawings, language, games etc
- Asking other children to behave sexually or play sexual games
- Sexualises non sexualised objects or events
- Regression to younger behaviour, e.g bed wetting, thumb sucking

- Refusing to stay with or avoiding being left alone with certain people or go to certain places
- Frequent public masturbation
- Over compliant behavior
- Tries to tell about abuse through hints or clues
- Self harm

Physical indicators of sexual abuse may include:

- Soreness in the genital or anal areas
- Unusual discharge
- Persistent urinary tract infection
- Tiredness, lethargy, listlessness
- Underage pregnancy particularly where the girl is not known to have a partner
- Sexually transmitted infections

SPECIFIC SAFEGUARDING ISSUES

KCSIE Annex A identifies specific safeguarding issues:

- children and the court system;
- children missing from education (see page 13);
- children with family members in prison;
- child sexual exploitation (see page 28);
- child criminal exploitation: county lines;
- domestic abuse;
- homelessness;
- so-called 'honour-based' violence (see page 28);
- preventing radicalisation (see page 29);
- peer on peer abuse (see page 13);
- sexual violence and sexual harassment between children in school and colleges (see pages 13 & 14).

Further advice and links to guidance can be found in Annex A and staff should be particularly aware of the safeguarding issues as set out below.

Child sexual exploitation (CSE):

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

- (a) In exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Reporting CSE: In addition to usual reporting, please refer to the risk assessment on the referral form for Children's Social Care. If there are concerns about particular locations and/or perpetrator/s information can be sent to the CSE team on CSEteam@cambs.pnn.Police.uk

So called 'honour based' violence:

This encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Female genital mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. Pages 59-61 focus on the role of schools. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on **teachers** to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve Children's Social Care as appropriate. **The report should be made by calling 101**, the single non-emergency number. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18, teachers should follow the School's local safeguarding procedures. See Mandatory reporting

of female genital mutilation – procedural information (December 2016) for further information about the duty.

Forced marriage:

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Radicalisation:

The DSLs are trained Prevent Leads and can offer support and guidance.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Special educational needs and/or disabilities (SEND)

Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, gay, bi or trans (LGBTQ+): Children who are LGBTQ+ can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

Sexting

For the purposes of this policy sexting means the taking and sending or posting of images or videos of a sexual or indecent nature, usually through mobile picture messages or webcams over the internet.

These images may be shared between young people and/or adults via a mobile phone, handheld device or website with people they may not know.

The making, transmission or soliciting of indecent images of children is a criminal offence. The School treats all incidences of sexting as safeguarding matters to be actioned in accordance with this policy.

Members of staff should not view sexual imagery which is reported to them, or copy, print or share the images. In referring any incident of sexting, members of staff should describe the content of the image/s as reported to them.

The DSL may in exceptional circumstances view images with the prior approval of the Head and only where:

- (a) it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;
- (b) it is necessary to report the image to a website or agency to have it taken down; or
- (c) a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable.

Where an image must be viewed:

- viewing should take place on School premises wherever possible;
- the image should be viewed by a person of the same sex as the person alleged to be shown in the image and wherever possible this will be the DSL/DDSL;
- a senior member of staff should be present to monitor and support the person viewing the image. This member of staff does not need to view the image;
- full details of the viewing must be recorded in the School's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it.

If any device/s need to be confiscated (whether to view the image/s or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required. Written details of who took this step and where the devices are kept should be recorded.

If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and confirm that this is done. Members of staff should not search devices to delete images.

If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service

provider, or contacting the Internet Watch Foundation or Childline (if the website does not provide this option).

The UK Council for Child Internet Safety's advice note Sexting in schools and colleges (August 2016) contains further information.

The College of Policing has also produced a briefing note on sexting (November 2016) which provides information on how Police forces treat instances of sexting by young persons.

Advice for pupils and parents is available at:

[Http://www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

<https://www.childline.org.uk>

<https://www.nspcc.org.uk>

Mental health

The School wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. Incidences of depression, self harm and eating disorders have all risen in recent years in the UK and are all linked to poor mental health. It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

Advice for pupils and parents is available at:

<https://www.youngminds.org.uk>

<https://www.mentalhealth.org.uk>

APPENDIX 2 – RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD (DLS)

The name and contact details of the DSL and DDSL for the junior and senior school are set out in the Key contacts list at the front of this policy.

The role of the DSL is set out at Annex B of KCSIE. The main responsibilities are as follows:

Managing Referrals

The DSL is expected to:

- refer cases of suspected abuse to the Local Authority Children's Social Care as required;
- support staff who make referrals to the Local Authority Children's Social Care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The DSL is expected to:

- act as a contact point;
- liaise with the Head to inform him/her of issues – especially ongoing enquiries under section 47 of the Children Act 1989 and Police investigations.;
- as required, liaise with the Case Manager (see page 18-20) and the Designated Officer(s) at the Local Authority for child protection concerns in cases which concern a member of staff;
- liaise with staff (especially pastoral support staff, school nurses, IT technicians and the SEND department) on matters of safety and safeguarding (including on line and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for staff.

Training

The DSLs and DDSLs undertake training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent duty awareness training and will be updated every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and Local Authority Children's Social Care referral arrangements;
- have a working knowledge of how Local Authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the School's Safeguarding and Child Protection Policy and procedures, especially new and part time staff;

- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand the importance of and are able to keep detailed, accurate and secure written records of concerns and referrals which are shared appropriately and in line with information sharing guidance;
- understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident that they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

Raise awareness

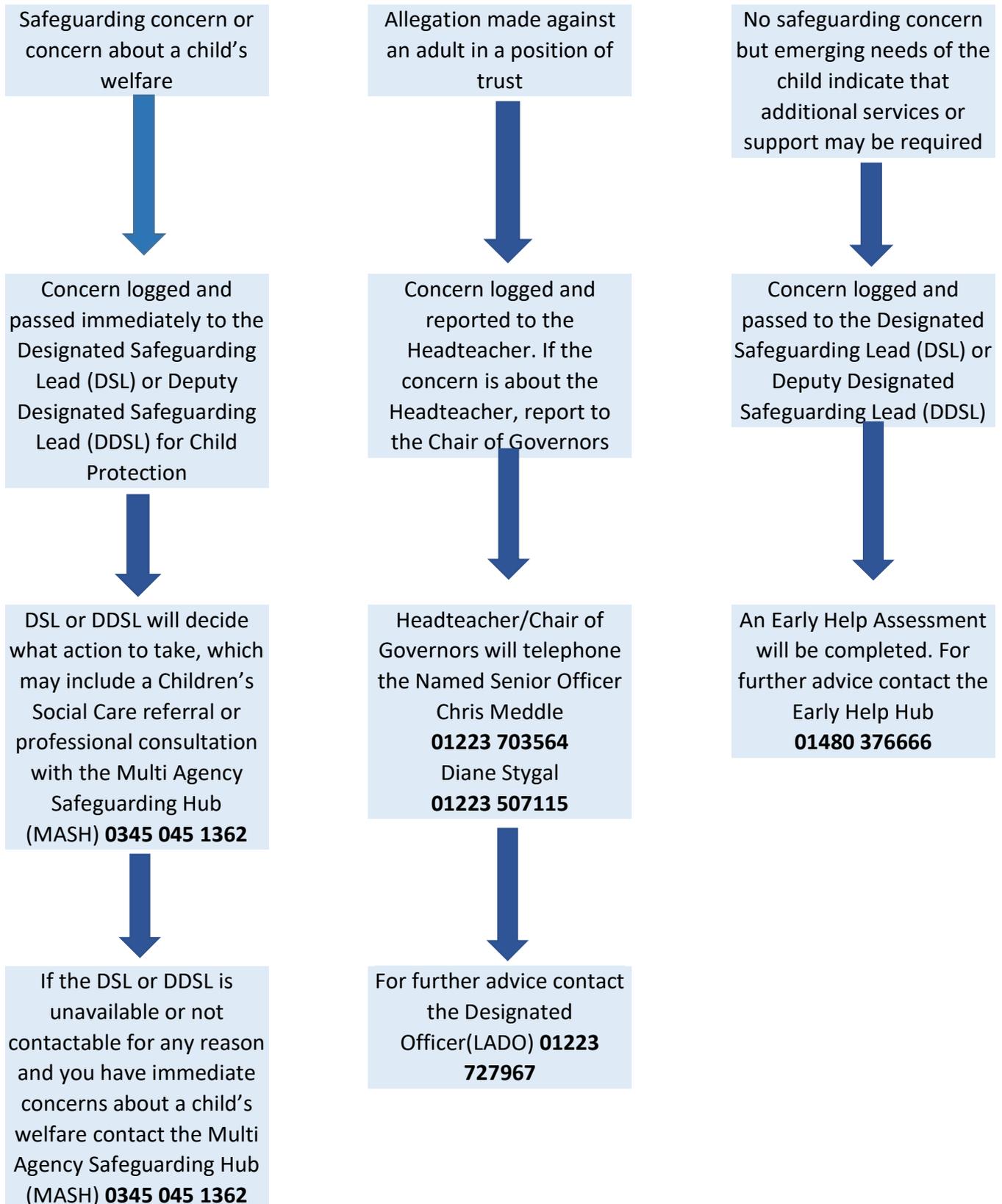
The designated safeguarding lead should:

- ensure the School's Safeguarding and Child Protection Policy and processes are known, understood and used appropriately;
- ensure the School's Safeguarding and Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Board of Governors regarding this;
- ensure the School's Safeguarding and Child protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this; and
- link with the LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child Protection file

- Where children leave the School, the DSL shall ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained
- When receiving a child protection file, the DSL will ensure key staff such as DSL/DDSLs and the Head of Learning Support, is aware as required.
- In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

APPENDIX 3 - SAFEGUARDING FLOWCHART



APPENDIX 4 – MAKING A REFERRAL (steps for staff to follow)

Where a child is suffering, or is likely to suffer from harm, a referral to Children’s Social Care (and if appropriate the Police) should be made **immediately**. The contact details for Children’s Social Care are set out at the front of this policy.

Where staff may be required to make a direct referral, there are a number of additional resources staff may find helpful:

Online reference to find the relevant Children’s Social Care contact numbers:

<https://www.gov.uk/report-child-abuse-to-local-council>

the flowchart set out at page 12 of part 1 of KCSIE 2018 and the flowcharts set out in Chapter 1 of Working Together to Safeguard Children 2018 for information about the likely actions and decisions required.

Staff will need to have access to certain information about the child and the safeguarding concern in order to make the referral as follows:

- (a) personal details of the child;
- (b) detailed information about the concern;
- (c) information about the child’s family and siblings.

If the referral is made by telephone, this should be followed up in writing with care taken to ensure this information goes to the correct recipient and is transmitted securely.

If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact Children’s Social Care again.

Following a referral, if the child’s situation does not appear to be improving, the local escalation procedures should be followed to ensure that concerns have been addressed and that the child’s situation improves. These can be found at:

<https://www.safeguardingpeterborough.org.uk/wp-content/uploads/2018/05/REsolving-Professional-Differences-final .pdf>