



St Mary's School
C A M B R I D G E

**Safeguarding and Child
Protection Policy**
(Incorporating the Early Years Foundation Stage)

St Mary's School, Cambridge

May 2017

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SAFEGUARDING CONTACTS

Internal School contacts

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



Designated Safeguarding Lead (DSL)
St Mary's Senior School: Miss Aodain Fleming (Deputy Head – pastoral)
Tel: 01223 224172
E-mail: afleming@stmaryscambridge.co.uk



Designated Safeguarding Lead (DSL)
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)
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
E-mail: NWard@stmaryscambridge.co.uk

Chair of Governors:
Mr Graeme Minto contact via school via Head's PA Ms B Yorke
Tel: 01223 224102
E-mail: GMinto@stmaryscambridge.co.uk

External Contacts

Education Child Protection Service Advice Line **Tel: 01223 703800**

Our School follows the safeguarding protocols and procedures of Cambridgeshire County Council.

Cambridgeshire Local Safeguarding Children Board www.cambslscb.org.uk

Local Authority (LA) Named Senior Officer (Chris Meddle) Tel: 01223 703564
E-mail: chris.meddle@cambridgeshire.gov.uk

Local Authority Designated Officer (LADO) Tel: 01223 727967
E-mail: LADO@cambridgeshire.gov.uk

Cambridgeshire LA Children's Social Care Team/ Multi-Agency Safeguarding Hub
Cambridgeshire direct contact Tel: 0345 045 1362 (professionals) 0345 045 5203 (public) (Monday to Thursday 8am – 5.30pm Friday 8am – 4.30pm)
Emergency Duty Team (out of hours) 01733 234724

Police – immediate danger 999
E-mail: MASH.C&F@cambridgeshire.gcsx.gov.uk

Early Help Hub:
Tel: 01480 376666
Early Help Assessments to be sent to: Early.HelpHub@cambridgeshire.gcsx.gov.uk

Police Multi-Agency Safeguarding Hub (MASH) – vulnerable adults:
Tel: 01480 847743
E-mail: mash.cp@cambs.pnn.police.uk

Reporting Female Genital Mutilation
Cambridgeshire Constabulary Child Abuse Unit
Tel: 01480 847743 Mon to Fri 8am-8pm / Sat and Sun 8am-5pm / Bank Hols 8am-4pm
Out of hours Emergency Duty Team: 01733 234724

Cambridgeshire Police Prevent/Extremism Key Contacts:
Kevin Vanterpool
E-mail: kevin.vanterpool@cambs.pnn.police.uk
Matt Newman
E-mail: matt.newman@cambs.pnn.police.uk

Cambridgeshire Channel Project:
Steve Lodge
E-mail: steve.lodge@cambs.pnn.police.uk

Location of Safeguarding and Child Protection Documents and advice documents in School
DSL and DDSL office
St Mary's on-line (SMO) – see safeguarding tab on SMO home page

National Contacts

NSPCC Whistleblowing Advice Line

Call 0800 028 0285

E-mail help@nspcc.org.uk

National Society for the Prevention of Cruelty to Pupils (NSPCC)

Weston House

42 Curtain Road

London

EC2A 3NH

Tel: 0800 028 0285

0808 800 5000

E-mail: help@nspcc.org.uk

Non-emergency DfE advice line/email:

Tel: 0207340 7264

E-mail: counter-extremism@education.gsi.gov.uk

Childline

Tel: 0800 1111

National Pupil's Commissioner

Tel: 0800 528 0731

INTRODUCTION

This Policy is applicable to all pupils including those in the Early Years Foundation Stage (EYFS) setting and all pupils who are boarders and is available to all parents and carers on the St Mary's School (School) website, at reception and on request.

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. Our policy applies to all staff in School, paid and unpaid, including employees, contractors, peripatetic staff, coaches, volunteers and governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. At St Mary's safeguarding is everyone's responsibility. Concerned parents/carers may also contact the School and its governors.

We **define safeguarding** as:

- Protecting pupils from maltreatment;
- Preventing impairment of pupil's health and development;
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all pupils to have the best outcomes.

Safeguarding pupils describes the action we take to promote the welfare of pupil and protect them from harm. We believe that safeguarding is everyone's responsibility and that everyone who comes into contact with pupil and families has a role to play in keeping pupil safe. The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to have the best outcomes.

Pupils have opportunities in various arenas in the School to raise concerns and have 'their say' including via pastoral staff, nurses, the school counsellor, the school Lay Chaplain, through surveys and the school council where each form is represented.

Through their day-to-day contact with pupils and direct work with families all staff in School have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which pupils can learn
- Identify pupil who may benefit from early help
- Know what to do if a child tells them they are being abused or neglected (For definitions of abuse see Appendix A)
- Follow the referral process if they have a concern

This Policy is consistent with the Local (Cambridgeshire) Safeguarding Pupil Board (LSCB) procedures, has regard to the National Minimum Standards for Boarding Schools and has been prepared in accordance with LSCB procedures and the following advice and guidance:

[Keeping Pupils Safe in Education \(September 2016\) \(KCSIE\)](#)

[Working Together to Safeguard Pupil: A guide to inter-agency working to safeguard and promote the welfare of pupil \(March 2015\)](#)

[Disqualification under the Childcare Act \(2016\)](#)

[Prevent Duty Guidance for England and Wales \(2015\)](#)

[The Prevent Duty: Departmental advice for schools and childminders \(June 2015\)](#)

[Channel Duty Guidance: Protecting Vulnerable People from being drawn into terrorism \(2015\)](#)

[The Use of social media for on-line radicalisation \(July 2015\)](#)

[Multi-agency statutory guidance on Female Genital Mutilation \(April 2016\)](#)

[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 \(March 2015\)](#)

[Sexting in schools and colleges \(UKCCIS\) guidance](#)

['Sexting' in schools: advice and support around self-generated images - What to do and how to handle it, CEOP.](#)

[Guidance for Safer Working Practice for those working with pupil and young people in education settings \(October 2015\)](#)

[Department for Education guidance document: Child Sexual Exploitation February 2017](#)

Safeguarding in School may include the following:

- Ensuring a pupil's health and safety (see the Health and Safety Policy)
- Referring concerns or allegations about a child to the DSL or Cambridgeshire Local Authority
- Safer recruitment and appropriate behaviour of staff and volunteers (see the Recruitment, Selection and Disclosure Policy and procedure, Staff Behaviour Policy and Whistle blowing Policy)
- Bullying (See the Anti- Bullying Policy)
- All forms of abuse and neglect (See Appendix A)
- Harassment and Discrimination (See the Equality Policy, Special Educational Need and/or Disability (SEND) Policy)
- Use of appropriate Physical Intervention (See the Physical Restraint Policy)
- Meeting the needs of pupils with medical conditions (see the Medical/ First Aid Policy)
- Providing First Aid (see the First Aid Policy)
- Alcohol, Drugs and Smoking (See the Alcohol, Drugs and Smoking Policy)
- Educational Visits (see the Educational Visits Policy)
- First Aid/Intimate/Personal Care (see the Staff Behaviour / First Aid Policy)
- Internet Safety (see the Student Internet and IT Policy, on-line safety Policy, Staff IT acceptable use and Data Protection Policy)
- Having due regard to the need to prevent radicalisation
- School Security (see the Visitors Policy)
- Other associated policies which may also be of relevance in safeguarding include:
 - Missing Child and Uncollected Child Procedure
 - Behaviour, Discipline and Exclusions Policy
 - Risk Assessment Policy
 - Learning Difficulties/ Disability (See the SEND Policy)

The policies referenced above and elsewhere in this Policy are available on the School website www.stmaryscambridge.co.uk or on request by emailing the school office or by contacting reception on 01223 224110.

What will our School do?

In line with legislation, our School will ensure that arrangements are in place to safeguard and promote the welfare of pupils by:

- Following the local inter-agency procedures of the Cambridgeshire Safeguarding Pupil Board;
- Providing a safe, healthy learning environment that allows them to develop to their full potential;
- Providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare;
- Ensuring safe recruitment practices in accordance with our Recruitment, Selection and Disclosure Policy and procedure;
- Ensuring robust procedures for identification and referral where there are welfare or child protection concerns;
- Monitoring and supporting pupils who are subject to child protection plans and contributing to the implementation of their plan;
- Raising awareness amongst staff of safeguarding and child protection issues and ensuring staff are equipped to deal with concerns;
- Teaching pupil to keep themselves safe, including online, and ensuring they know who to approach for help; and
- Promoting partnership with parents and professionals outside the School

The Governors will:

- Ensure that those with leadership and management responsibilities in the School actively promote the wellbeing of all pupils;
- Ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote pupil's welfare;
- Ensure that the School's Safeguarding and Child Protection policy is provided to parents;
- Ensure that the School's safeguarding arrangements take into account the procedures and practice of the Cambridgeshire Safeguarding Pupil Board, including understanding and reflecting local protocols for assessment and the referral threshold document;
- Ensure that the School operates safer recruitment procedures and makes sure appropriate checks are carried out on those who work with pupils;
- Ensure that the School has appropriate arrangement for dealing with concerns and allegations about staff and volunteers;
- Ensure all staff undertake the required child protection training and that mechanisms are in place to assist all staff in understanding their roles and responsibilities in relation to child protection and safeguarding;
- Ensure that the School contributes to inter-agency working, including providing a coordinated offer of early help when additional needs of pupils are identified and support to pupils subject to child protection plans;
- Ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay; and
- Undertake an annual review of safeguarding.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

SUPPORTING VULNERABLE PUPIL those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE WORKING WITH PUPILS

Section 1

PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect pupils.

The School will therefore:

1. establish and maintain an environment where pupils feel safe in both the real and the virtual world and are encouraged to talk and are listened to;
2. ensure pupils know that there are adults in the School whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate;
3. ensure safe recruitment by checking suitability of staff, Governors and volunteers to work with pupils and young people. (See the Recruitment, Selection and Disclosure Policy and Procedure);
4. maintain a Single Central Register of appointments for all staff [and a separate record of volunteers

5. Ensure that any deficiencies or weaknesses in Child Protection arrangements are remedied without delay;
6. include in the curriculum activities and opportunities which equip pupil with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help;
7. include in the curriculum material which will help pupil develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills;
8. be aware of local and national trends/concerns eg sexting, radicalisation, FGM, the risk of pupils going missing, or concerns about pupils from abroad who may be attending the School in the absence of parents/family and will contact other agencies where required; and
9. be alert to signs of abuse or possible abuse, both in School and outside, and strive to protect each pupil from any form of abuse, whether from a member of staff, volunteers, Head, Governor, and other adult or another pupil.

Section 2

PROCEDURES

- a) The School will follow the procedures set out in the Cambridgeshire Local Safeguarding Pupil Board “Core Inter-Agency Procedures”. A copy of these procedures can be found on the LSCB website www.cambslscb.org.uk
- b) The School will highlight its expectations regarding safeguarding to all staff, volunteers and Governors to ensure that they follow safeguarding procedures and if applicable, are fully aware of the Staff Behaviour Policy and Disciplinary Procedures.
- c) The Governing body has appointed two senior members of staff, from the leadership team, to the role of Designated Safeguarding Leads (DSL) to take lead responsibility for safeguarding and child protection at the Junior and Senior School. This lead responsibility cannot be delegated but if the DSL of the relevant school is unavailable the activities can be delegated to trained deputies (Deputy Designated Safeguarding Lead (DDSL)) (see Internal Contacts at the beginning of this Policy).
- d) All DSL and DDSL have their safeguarding duties set out in their written job description and this accords with Annex B of Keeping Pupil Safe in Education 2016. See appendix B of this Policy. The DSL and DDSL are given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and protection matters, to take part in any necessary inter-agency meetings and to contribute to the assessment of pupil.
- e) Arrangements are made for a DSL or DDSL to be available out of hours or out of School term activities. The DSL’s will ensure key staff are aware of any planned absence and ensure that cover arrangements by DDSL’s are put in place. Reception will always have contact details for DSL’s and DDSL’s. DDSL’s are always informed of any absence planned or unforeseen.
- f) All DSL and DDSL undergo two day training provided by the Education Child Protection Service which is updated every two years and knowledge refreshed annually with bulletins, meetings and further reading. See Training paragraph below.
- g) On joining the School each member of staff, volunteer and governor is trained by the DSL or DDSL and shown photographs of the other members of staff responsible for safeguarding in the school. These photographs also appear in this Policy and are displayed on posters around the School and in each staffroom. They are informed that anyone can make a referral to social care if they have a

concern about a child but that the expectation is that in the normal course of events the school's DSL would be approached in the first instance. They are informed that if a child is in **immediate danger** or is **at risk of harm** they should make a referral to pupil's social care and/or the police immediately and should inform the DSL as soon as possible that a referral has been made.(see Reporting paragraph below)

- h) DSLs and DDSLs take advice from a child protection specialist when managing complex cases. The DSL and DDSLs have access to both the Advice Line run by the Education Child Protection Service and Children's Social Care. The Emergency Duty Team (out of hours) is also available. See contacts at the beginning of this Policy.
- i) Every member of staff, volunteer and every governor knows:
- the names of the DSLs and DDSLs and their role
 - how to identify the signs of abuse and neglect including observing changes in behaviours or attitudes
 - It is an offence for a person aged 18 years and over, such as a teacher, to have a sexual relationship with a child under the age of 18 where that person is in a position of trust in respect of that child, even if in the case of those over 16, the relationship is consensual.
 - That no child under the age of 16 can give informed consent to sexual activity and that the school will operate under local LSCB guidance with regard to the handling of such situations involving pupil under the age of 16 years
 - That staff cannot keep secrets and cannot give promises that information will not be passed onto others who may need to take action as a result
 - how to pass on and record concerns about a pupil
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DDSL
 - that they have a responsibility to provide a safe environment in which pupil can learn
 - where to find the Inter-Agency Procedures on the LSCB website

Training

Training of DSLs/DDSLs

The DSLs and DDSLs must all have undertaken training as required under KCSIE Annex B before or upon appointment to the role. This training includes Prevent Awareness Training and will be updated at least every two years.

In addition, their knowledge and skills will be refreshed at regular intervals by bulletins, meetings and/or reading, at least annually, to allow them to understand and keep up to date with developments relevant to their role.

Training of staff

All staff, volunteers and governors undergo safeguarding and child protection training at induction. The training should be regularly updated. They will be provided with:

- a copy of Part 1 (including Annex A) of KCSIE and will be required to confirm that they have read and understood it;
- The Safeguarding and Child Protection Policy;
- The identity and contact details of the DSLs and DDSLs as identified in the Contacts section at the front of this Policy together with details of their role;
- Information on how to support and respond to a child who tells of abuse and how to record and report concerns; and
- The staff behaviour policy/code of conduct, whistleblowing policy, anti-bullying policy, social media guidance and ICT Acceptable use Policy.

In addition all staff members should receive regular safeguarding and child protection updates as required **but at least annually so that they:**

Recognise:

- their duty and feel able to raise concerns about poor or unsafe practice in regard to pupil and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies

Understand:

- the School's legislative responsibility
- their personal responsibility including being prepared to whistleblow where there are concerns about the conduct of colleagues or volunteers in respect of their handling of pupils
- the School's policies and procedures
- the need to be alert to the signs and indicators of possible abuse including child sexual exploitation, female genital mutilation and radicalisation as well as other signs of distress such as self-harm and eating disorders
- the need to raise concerns appropriately at an early stage - that they do not conduct investigations but instead are vigilant and discuss concerns promptly
- the need to avoid asking leading questions
- the need to record concerns - How to record actual comments or concerns raised without putting words in the child's mouth
- how to support and respond to a child who tells of abuse- That pupils will choose who they wish to speak to-it could be any member of staff and not necessarily the DSL or staff in pastoral support structures, That listening to pupils and what they have to say is of paramount importance and giving them space to do this safely is part of our responsibility.
- That staff cannot keep secrets and cannot give promises that information will not be passed onto others who may need to take action as a result
- procedures for dealing with abuse by one or more pupils against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' including that any such abuse will be referred to the local authority as a child protection concern

Liaison with Other Agencies and Reporting Arrangements

The School will:

1. work collaboratively with key agencies to develop effective links with relevant services to promote the safety and welfare of all pupils.
2. contact appropriate welfare agencies within 24 hours of a disclosure or suspicion of abuse. The school also undertakes to notify OFSTED within fourteen days of any allegations made against any person living, working with or looking after pupils at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere) so that they can take the appropriate action.
3. co-operate as required with key agencies including the LADO or Named Senior Officer in line with Working Together to Safeguard Pupils, (2015), in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
4. notify the local Social Care team immediately if:
 - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or

- permanently);
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan

Procedures for Reporting

Reporting initial suspicion/s, allegation/s or complaint/s

If a member of staff is concerned that a pupil may be suffering or at risk of harm, the matter should be referred to the appropriate person (see Reporting paragraph below) as soon as possible.

A member of staff suspecting or hearing an allegation or complaint of abuse or neglect from a child or any third party:

1. Must listen carefully to the allegation or complaint with an open mind and should not make a decision as to whether this has occurred;
2. Must not ask leading questions;
3. Must reassure the source of the information that the information will be taken seriously but must not give an assurance of confidentiality but should explain that they need to pass the information to the appropriate person who will take appropriate action;
4. Must make a sufficient written record of the conversation completed as soon as possible. This should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the appropriate person (see Reporting paragraph below);
5. Where the information is received from an adult, the DSL will ask for a written and signed statement from that person and inform them that their evidence may be passed to a third party agency and that if this occurs they will be informed of this (unless otherwise advised by the third party) and should expect further contact from them; and
6. All evidence (if any) (including notes/text messages, clothing, screen shots, computer records, computers/laptops), must be secured, preserved and passed on.

Reporting

Early Help

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

Pupils have opportunities in various arenas in the School to raise concerns and have 'their say' including tutor time, PSHE, via pastoral staff, nurses, the School counsellor, the school Lay Chaplain, through surveys and the School council where each form is represented. Staff receive training about the early help process and how to identify pupils who may benefit from early help. A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL.

The DSL will consider the appropriate action to take in accordance with the Local Safeguarding Children Board (LSCB) referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

We will liaise closely with the LSCB and act in accordance with LSCB procedures.

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 does not appear to be improving.

Concerns about a child

If a member of staff is concerned about a pupil's welfare, the matter should be reported to the DSL as soon as possible. See page 29 below for the procedure for dealing with

allegations against staff and volunteers.

On being notified of a concern the DSL will consider the appropriate course of action in accordance with the LSCB referral threshold document and will support staff in liaising with other agencies and inter-agency assessment if appropriate. Such action may include early help or a referral to children's social care.

If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible.

However, any member of staff can make a referral to children's social care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible. Parental consent is not required for referrals to statutory agencies.

If a child is in immediate danger or at risk of harm

If a pupil is in immediate danger or is at risk of harm, or there is significant risk of a child being drawn into terrorism a referral should be made to children's social care and/or the police immediately.

Anyone can make a referral (see Making a Referral below). If a referral is made by someone other than the DSL, the DSL should be informed of this as soon as possible. Parental consent is not required for referrals to statutory agencies.

Staff should also be aware of the duty to report female genital mutilation. See contacts at the beginning of this Policy.

Making a Referral

The DSL will consider whether a referral is appropriate after considering the LSCB threshold document. The relevant contact information is under external contacts at the beginning of this Policy. If the referral is made by telephone it should be followed up in writing.

Confirmation of the referral and details of the decision as to what course of action will be taken should be received from Cambridgeshire County Council Social Care team within one working day. If this is not received the person who made the referral or DSL should contact pupil's social care again. If after a referral the pupil's situation does not appear to be improving, the person who made the referral or DSL should press for reconsideration to ensure their concerns are addressed and that the pupil's situation improves.

Allegations against Pupils

We will refer cases to the Local Authority when they include suspected allegations against other pupils as well as adults. In such cases, all pupils involved will be treated 'at risk'.

The conduct of pupils towards each other will, in most cases, be covered by the School's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. See Peer on Peer Abuse below in Section 3.

Record Keeping

The School will:

1. keep clear, detailed, accurate, written records of concerns about pupils (noting the date, event and

action taken), even where there is no need to refer the matter to Social Care immediately;

2. ensure all records are kept securely, separate from the main pupil file, and in a locked location;
3. ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with the Education Child Protection Record Keeping Guidance;
4. make parents aware that such records exist except where to do so would place the child at risk of harm; and
5. All actions and decisions will be led by what is considered to be in the best interests of the child.

Confidentiality and Information Sharing

1. Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.
2. Child protection records are subject to the provisions of the Data Protection Act, 1998. This means that a parent, or young person of sufficient age and understanding, may make a request to see the child protection record. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the DSL or Head.
3. The DSL will take advice from the County Council and together a decision will be made about what information to share. This decision will consider the balance between the potential risk to the child and the principle of working openly and honestly with parents.

The School will

1. ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, Head or Social Care Team as required. (See "Information sharing: Advice for practitioners providing safeguarding services to pupil, young people, parents and carers", DfE 2015). The School will co-operate with police and pupil's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Pupil Act 1989.
2. ensure that the Head teacher or DSL will only disclose any information about a pupil to other members of staff on a 'need to know' basis.
3. make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard pupils.
4. ensure staff are clear with pupils that confidentiality cannot be promised to a pupil giving evidence/ making a disclosure.

Communication with Parents/Carers

The School will:

1. ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.
2. undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk of harm to the child or exacerbate the situation, advice will be sought from Social Care.

(Further guidance on this can be found in the Core Inter-agency Procedures of the Local Safeguarding Pupil Board)

3. particular circumstances where parents may not be informed include any disclosure of sexual abuse or physical abuse where the child has an injury.
4. record what discussions have taken place with parents on the Log of Concern about a Child's Welfare or if a decision has been made not to discuss it with parents, record the reasons why.

Section 3

SUPPORTING VULNERABLE PUPILS

1. We recognise that abuse or witnessing violence may have an adverse impact on those pupils which may last into adulthood without appropriate intervention and support.
2. School may be the only stable, secure and predictable element in the lives of pupil at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.
3. We recognise that some vulnerable pupils may develop abusive behaviours and that these pupils may need to be referred on for appropriate support and intervention.

The School will support the pupil through:

1. Listening to pupils views during curricular and extra-curricular opportunities to encourage self-esteem and self-motivation
2. An ethos that actively promotes a positive, supportive and safe environment and values the whole community.
3. The School's Behaviour, Discipline & Exclusions Policy will support vulnerable pupils in the School. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The School will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
4. Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Locality Teams.

The LADO (Local Authority Designated Official) is referred to in various sections of this policy and staff should be aware of the role of this important aspect of the safeguarding protocols. They must be contacted within one working day in respect of all cases in which it is alleged that a person who works with pupils has:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or pupil in a way that indicates they may pose a risk of harm to pupil.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence
- enquiries and assessment by pupil's social care about whether a child is in need of protection or in need of services
- consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies. Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with pupil and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist you in deciding whether you need to make a referral and/or take any immediate management action to protect a child.

5. A commitment to develop productive and supportive relationships with parents/carers;
6. Recognition that pupils living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers;
7. Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Cambridgeshire Local Safeguarding Pupil Board "Core Inter - Agency Procedures".
8. When a pupil who is subject to a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Protection Review Manager and Lead Social Worker from Social Care will also be informed.
9. When a child is missing from education, the school will follow the procedure as set out in Cambridgeshire's Pupil Missing Education guidance and inform the Education Welfare Officer and Social Care if a child is subject to a Child Protection Plan or there have been ongoing concerns.

Pupils Who Go Missing From School

A child going missing from School is a potential indicator of abuse or neglect. Staff must monitor the School attendance register to identify any trends and follow the School's procedures for dealing with pupil who go missing, particularly on repeat occasions. The School shall inform the Local Authority of any pupil who is going to be added to or deleted from the School's admissions register at non-standard transition points in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) and will follow Cambridgeshire's Pupil Missing Education guidance. Please see the link below which details the policy and forms in use. Staff should alert the Designated Safeguarding Lead.

https://khub.net/c/document_library/get_file?uuid=36f4f462-1ef3-4e99-b49f-ca325a30ed58&groupId=30025637

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.

The School shall inform the local authority of any pupil who:

fails to attend School regularly; or

has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority (or in default of such

agreement, at intervals determined by the Secretary of State).

School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about her welfare.

Looked After Pupils

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 pupils. This person acts as the key 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.

Pupils with special educational needs and disabilities

The School welcomes pupils with special educational needs and disabilities. See the School's SEND/disability policy. The School is mindful that additional barriers can exist when detecting the abuse and/or neglect of pupils with a special educational need or disability and these can create safeguarding challenges for those involved in School. Staff will be mindful that:

There may be communication issues which make it more difficult to identify whether action under this policy is required;

Pupils with special educational need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability should be challenged/considered and may require further exploration.

Mental Health

Our nursing staff [and independent Counsellor] have been trained in mental health issues. The School is committed to promoting wellbeing and resilience alongside raising awareness of and eliminating the stigma attached to mental illness. The School is aware that incidences of depression, self-harm and eating disorders have all risen in recent years and may be linked to poor mental health. Advice for parents and pupils is available at:

- www.youngminds.org.uk
- www.mentalhealth.org.uk

Substance Misuse and Child Protection

The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate Child Protection proceedings but the School will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- where the misuse is suspected of being linked to parent/carer drug misuse.

Pupil of Substance Misusing Parents/Carers

1. Misuse of drugs and/or alcohol is strongly associated with Significant Harm to pupil, especially when combined with other features such as domestic violence.

2. When the School receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.
3. This is particularly important if the following factors are present:
 - Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the pupil
 - Pupil exposed to unsuitable caregivers or visitors, e.g. customers or dealers
 - The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
 - Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
 - Disturbed moods as a result of withdrawal symptoms or dependency
 - Unsafe storage of drugs and/or alcohol or injecting equipment
 - Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

Domestic Abuse

1. Where there is Domestic Abuse in a family, the pupil/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.
2. The Head is notified of medium and high risk Domestic Abuse incidents where the police have been called and that involve pupils and young people on the roll and will take appropriate action to ensure pupils and young people are kept safe.
3. Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: Psychological, physical, sexual, financial and emotional.
4. This definition, which is not a legal definition, includes so called '**honour**' based violence, (HBV) **female genital mutilation (FGM)** and **forced marriage**, and is clear that victims are not confined to one gender or ethnic group. School staff will be alert to possible indicators of HBV. Guidance on the warning signs of HBV can be found on pages 13-14 and 38-41 of the Multi-agency statutory guidance of forced marriage and FGM.
5. Schools are ideally placed to offer appropriate support, alongside other agencies, whether families are in crisis, or whether there are early signs of potential abuse.

Advice can be found at:

www.nationaldomesticviolencehelpline.org.uk

www.nspcc.org.uk

Forced Marriage

1. Forcing a person into 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 or 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. Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage look at warning signs and pages 32-36 deal with the role of schools.
2. Staff should speak to the DSL if they have any concerns and the forced marriage unit can be

contacted on 020 7008 0151 or fmu@fco.gov.uk can give advice and information.

Female Genital Mutilation (FGM)

1. FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways". (Multi-agency statutory guidance on female genital mutilation, April 2016).
2. The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5-8 years old. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM. Pages 59-61 focus on the roles of schools.
3. FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.
4. It is a statutory duty for teachers in England and Wales, along with social workers and healthcare professionals to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. (Multi-agency statutory guidance on female genital mutilation, April 2016). Guidance published by the Department for Health also provides useful information and support for health professionals which will be taken into account by the School's medical staff.
5. The School takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.
6. The DSL will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

Child Sexual Exploitation (CSE)

1. Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).
2. The definition of child sexual exploitation is as follows: 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 the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Further information can be found in the Department for Education guidance document: Child Sexual Exploitation February 2017 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf
3. Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups.

4. Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.
5. It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognize it as abuse.
6. Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to pupils and young people who go missing, particularly on repeat occasions. The School will be aware of signs of potential CSE such as going missing or regularly returning late, regularly missing school or opting out of lessons, appearing with unexplained gifts, associating with others who are often older and may themselves be involved in exploitation.
7. The School will complete the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk. Where necessary it will ensure that it completes the risk assessment at the end of the referral form and will inform the CSE team (CSEteam@cambs.pnn.police.uk).

Private Fostering

A privately fostered child is a child or young person aged up to 16 (or up to 18 if disabled) who is cared for by someone who is not a parent or close family members such as a grandparent, aunt, uncle or sibling, and where care arrangements will last more than 28 days. Private fostering is a private arrangement between parents and the carer and normally happens where parents are working or studying away or a child is sent to the UK to live with family friends or distant relatives. In general, privately fostered pupils are well cared for but some arrangements may be a cover for trafficking. Schools have a legal duty to notify the Local Authority pupil's social care of any pupil known to be privately fostered.

Prevention of Radicalisation

The School takes its responsibilities towards the care of its pupils and the world they will be entering as adults very seriously. Radicalisation is a process and not a one off event and is something which parents, staff and pupils need to be aware of and understand the risks which it poses to young people. The School recognises its responsibilities in alerting our pupils to the dangers of vulnerable people being drawn into terrorism and ensuring staff recognize that there are signs which might indicate that something is amiss.

1. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard pupils, young people and families from violent and non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable pupils and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
2. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make pupils and young people vulnerable to future manipulation and exploitation. The School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
3. CONTEST is the UK's counter terrorism strategy that aims to reduce the risk we face from terrorism so that people can go about their lives freely and with confidence. CONTEST is made up of the 4 P's:

Protect, Prepare, Pursue and Prevent. Prevent aims to stop people becoming terrorists or supporting terrorism or extremism. Prevent is about all front line workers working to make a difference. It is about recognizing concerns, understanding what is going on and, where appropriate, making a referral. Prevent is about supporting and redirecting people, not criminalizing them.

4. The Counter-terrorism and Security Act, 2015 places a duty on authorities (including schools) 'to have due regard to the need to prevent people from being drawn into terrorism'. These duties should be seen alongside schools' duties to promote British values as a means of "building pupil's resilience to radicalisation". Staff in School are aware of this duty.
5. School staff should understand when it is appropriate to make a referral to the Channel programme which focuses on providing support at an early stage to people who are identified as being vulnerable to radicalisation. Advice and support about extremism (including the Channel programme) is available from Cambridgeshire Police using the contact details in the External Contacts section at the front of this Policy.
6. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL (senior school) **or the DDSL (Junior School) who are the Prevent Leads.**
7. See also "Revised Prevent Duty Guidance for England and Wales" (July 2015) (paras 57 – 76) for duties on staff in schools.

Peer on Peer Abuse

1. The School recognises that pupils can be capable of abusing their peers. Peer on peer abuse can manifest itself in many ways. This can include violence, including gender based violence, threatening or intimidating behaviour, blackmail, misconduct of a sexual nature including indecent exposure or touching or serious assaults, sexting, bullying, including cyberbullying, being coerced to send sexual images, sexual assault, encouraging others to engage in inappropriate sexual behaviour, inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil and teenage relationship abuse. There are clear links with sexual exploitation and domestic abuse.
2. The School takes steps to minimize the risk of peer on peer abuse. The School has robust anti-bullying procedures. Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or "simply part of growing up". Behaviour such as initiation violence or any form of sexual harassment is not acceptable.
3. This form of abuse will not be tolerated and victims will be appropriately supported. Any indication that a pupil has suffered from peer on peer abuse will be dealt with under the child protection procedures outlined in this policy.
4. Consideration will always need to be given to the welfare of both the victim(s) and perpetrator(s) in these situations.
5. The School will include within the curriculum, information and materials that support keeping themselves safe from abuse including abuse from their peers and online. The School has robust anti-bullying procedures in place and pupils are taught at all stages about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and appropriate action taken to protect pupils identified as being at risk including risks arising from behaviour in Mary Ward House.
5. Additional guidance on sexting can be found in 'Sexting' in schools: advice and support around self-generated images - What to do and how to handle it, published by CEOP The School recognizes that sexting (the sending of an indecent image) can be illegal. A person under the age of 16 years is committing an offence if they send an indecent image of themselves and someone passing this on is

also distributing an indecent image of a child. Sexting is never regarded by the School as “banter”.

6. Advice can be found at www.thinkuknow.co.uk and www.nspcc.org.uk.

Dealing with allegations against other pupils

The School recognises that in all circumstances where an allegation has been made, both parties need to be dealt with justly and with sensitivity. When a pupil makes an allegation against another pupil which has safeguarding implications, the DSL will take advice from Social Care having ascertained key facts from the child making the allegation. The School will then follow any advice given by Social Care as to next steps including reporting to the police where it is felt a criminal act may have been committed. In such instances advice from pupil’s services/the LADO/police will be clearly recorded. The School will need to consider education and accommodation (should either be a boarder) provision for both pupils once Social Care has conducted any investigation necessary.

Physical Intervention

All School staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result. Our school policy on physical restraint is set out in a separate policy and is reviewed annually by the governing body. The policy has regard to the Department of Education non statutory guidance on ‘Use of Reasonable Force – Advice for headteachers, staff and governing bodies July 2013’.

Personal/Intimate Care

First aid and/or personal/intimate care (removing wet clothes or toileting in lower years) should only be administered by trained staff and they should adhere to the School’s policy on administering first aid / medication and the reporting requirements, should explain to the pupil what is happening and ensure that another adult is present or aware of the action being taken. For further information please see the Staff Behaviour Policy (physical contact with pupils).

Anti-Bullying

Our policy on Anti-bullying is set out in a separate document and is reviewed annually by the governing body. Bullying is behaviour by an individual or a group, normally repeated over time, that intentionally hurts another individual or group either physically or emotionally. The three main types are physical, verbal and emotional. It can include on-line bullying (cyber-bullying). It can cause considerable distress to pupil to the extent that it can affect their health and development or cause them significant harm (including self-harm). Signs of bullying can include:

- Eating disorders
- Depression and anxiety
- Low self-esteem
- Poor academic involvement / achievement
- Isolation
- Threatened or attempted suicide.

The School recognises that pupils with a special educational need or disability can be disproportionately impacted by bullying without outwardly showing any signs.

Racist Incidents

We record such incidents as serious disciplinary issues. They would also be included as part of the bullying logs so as to track any trends.

Health and Safety

Our Health and Safety Practical Arrangements & Organisation Policy and our Educational Visits Policy, set out in separate documents, are reviewed annually by the governing body. These policies reflect the consideration we give to the protection of our pupils both within the School environment and when away from the School when undertaking school trips and visits.

Online, E-Safety and Acceptable Use

Our policies on on-line safety and IT Acceptable use, set out in a separate documents, are reviewed annually by the governing body. They reflect the balance needed between the exciting opportunities offered by the internet and other technologies and the need for pupils and staff to keep themselves safe and deal sensibly with risk.

Appropriate filters and monitoring systems are in place to keep pupils safe online. The School's systems aim to reduce the risk of pupils being exposed to illegal, inappropriate and harmful material online; reduce the risk of pupils being subjected to harmful online interaction with others; and to help manage online behavior that can increase a child's likelihood of, or causes, harm.

The PSHE curriculum covers internet safety and current and emerging issues such as use of electronic devices safely which pupils, teachers and parents need to be aware of. It is flexible enough to deal with needs as they emerge in particular year groups, and offers opportunities for pupils to discuss sensitive and challenging issues within a supportive atmosphere. Staff are equipped with the knowledge to safeguard pupils on line by attending safety training.

As part of the PSHE curriculum staff in the Junior School will teach pupil personal safety skills commensurate with their ability and needs. Pupil will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

Junior School Specific Responsibilities

As part of the PSHE curriculum staff will teach pupil personal safety skills commensurate with their ability and needs. Pupil will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

We promote high standards of practice, including ensuring that disabled pupil know how to raise concerns, and have access to a range of adults with whom they can communicate.

We follow the requirements of the Child Care Act 2006 and its requirement to report issues of association which may affect the welfare of pupil. All staff are asked to report any such associations to the school. Staff should refer to the School's Recruitment, Selection and Disclosure Policy and Procedures for further information about this duty.

Extended Schools and Before and After School Activities

The School's arrangements for Safeguarding as written in this Policy apply to extended school facilities or before or after school activities directly under the supervision or management of school staff.

Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding pupil and child protection and there are arrangements to liaise with the School on these matters where appropriate.

Special Educational Needs and Disabilities

The staff need to be alert to the specific needs of those pupils who have special educational needs and/or disabilities (SEND), including young carers. Those with SEND are at an increased risk of abuse and/or neglect and may not outwardly show signs of abuse and / or may have difficulties in communicating about abuse or neglect. 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.

Section 4

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH PUPILS

The Operation of Safer Recruitment Procedures

This policy also covers broader safeguarding duties such as making reports to the Disclosure and Barring Service (DBS) and pre-appointment checks on volunteers, staff or contractors, and other individuals that are not school staff or supply staff which are completed according to the requirements set out in SCR.

The School will operate Safer Recruitment practices including ensuring appropriate DBS and reference checks and compliance are undertaken according to 'Keeping Pupil Safe in Education' (2016) [and the Local Authority's Safer Employment Policy] and the School's Recruitment, Selection and Disclosure Policy and Procedures

<http://www.stmaryscambridge.co.uk/publications-and-media-galleries/policies.htm>

Here it makes clear the steps taken before the appointment of staff or anyone who has unsupervised contact with pupils. No staff will begin work before a barred list check has been undertaken and is clear and teachers will also undergo prohibition checks. Should a member of staff need to begin work before an enhanced DBS check has taken place then a risk assessment will need to be undertaken and the staff member supervised until the DBS arrives. The risk assessment should be shared with the staff member and monitored.

Safer Recruitment training has been completed by the Heads of the Senior and the Junior schools, Charlotte Avery and Matthew O'Reilly ; and the Deputy Heads: Stephen Seidler and Aodain Fleming, Assistant Head Sonia Gears, and Domestic Bursar Gary Sharp.

Our teaching staff are aware that the Teachers' Standards 2012 states that teachers, including Heads, should safeguard pupil's wellbeing and maintain public trust in the teaching profession as part of their professional duties. These standards apply to trainees, inductees, New Qualified Teachers and we adhere to these standards and apply our School disciplinary procedures, where appropriate, in cases of misconduct.

All members of staff and volunteers are required to read our Staff Behaviour Policy and accept and understand the implications of safe work with our pupils. This includes detailed guidance to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to

a pupil. This also includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

Staff and volunteers should also feel able to follow the School's separate Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff or volunteers to properly safeguard the welfare of pupils, and that such concerns will be taken seriously.

Staff connected to the Early Years and Later Years provisions are under an ongoing duty to inform the School if their circumstances change that would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's Recruitment, Selection and Disclosure Policy and Procedures for further information about this duty and to their contract of employment in respect of their ongoing duty to update the School.

The School's arrangements for dealing with allegations of abuse against members of staff, volunteers and the head

1. Any allegation of abuse made against a member of staff, volunteers, or a DSL or DDSL with responsibility for safeguarding will be reported straight away to the Head. It is also advisable to contact the Designated Safeguarding Leads also (unless he or she is the object of the allegation). If the Head is absent, the allegation should be passed to the Chair of Governors. In cases where the Head is the subject of an allegation or concern, it will be reported to the Chair of Governors without notifying the Head first. The Chair of Governors will also refer to the Named Senior Officer (see external contacts) without notifying the Head first. In the event that an allegation made against a member of staff who resides in School leads to suspension, that member of staff will need to leave School accommodation and reside elsewhere until the suspension is lifted and the matter resolved. In case of serious harm or if a crime may have been committed, the police should be informed from the outset. (See Allegations flowchart Appendix C.) When deciding to make a referral, following an allegation or suspicion of abuse, the Head and the DSL should not make their own decision over what appear to be borderline cases but rather the doubts and concerns will be discussed with the LADO (01223 727967). The school will follow the procedures set out in Part four of Keeping Pupils Safe in Education.
2. Under Section 75 of the Childcare Act, 2006 individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified "by association" if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8) in nursery, primary or secondary school settings or the management of such settings. Staff should sign a self-declaration form to confirm that they are not "disqualified by association". A record of self-declaration should be kept on the school's Single Central Record. (See the Recruitment, Selection and Disclosure Policy and Procedures where this is set out in greater detail).
3. The School will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Pupil Safe in Education 2016. This will include reporting to the police where a criminal act may have been committed. (KCSIE 2016) In such instances advice from pupil's services, LADO/Senior Named Officer and/or the police will be clearly recorded.
4. The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO via the Direct Contact Centre number listed above within one working day. Following consultation with the LADO, The Named Senior Officer will advise on all further action to be taken. In borderline cases discussions with the LADO can be held informally and without naming the school or individual. Please note that the Head or Chair of Governors should **not** seek to interview the child/ren or members of staff involved or attempt to investigate the allegations of abuse until advice has been sought. Doing so may compromise any police interviews that may be

necessary and jeopardise statutory investigations.

5. The School will ensure that any disciplinary proceedings against staff relating to Child Protection matters are concluded in full even when the member of staff is no longer employed at the School and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable. The School will report to the Disclosure and Barring Service (DBS), within one month of leaving the School any person (whether employed, contracted, a volunteer, governor or a pupil) whose services are no longer used because the School ceases to use the person's services where he or she has been dismissed or would have been and/or is considered unsuitable to work with pupil.
6. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a pupil teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.
7. The School is also under a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Where a referral has been made to the DBS, it is not necessary for a referral also to be made to NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to an NCTL referral.
8. Reports will include as much evidence about the circumstances of the case as possible. We understand our legal duty to respond to requests from the DBS for information we hold already but we do not have to find it from other sources.
9. Allegations found to be malicious will be removed from personnel records. Records must be kept of all other allegations but any that are not substantiated, are unfounded or malicious should not be referred to in employer references.
10. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress; the quick resolution of an allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that pupils are protected. The School will require suspended members of the boarding staff to return to their family homes.
11. Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
12. Early Years Foundation Setting additional requirements require the School to inform Ofsted of allegations against people living or working at the School, or of any other abuse alleged to have taken place on the School premises as soon as practicable and in any event within 14 days.

Relationships between Staff and Pupils

The school will ensure that all staff, volunteers and governors, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers. As part of

the Induction process, all staff will receive the staff behaviour policy/ code of conduct guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all pupil, especially those with a disability or who are vulnerable. The School will ensure that all staff understand that their behaviour and actions must not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on).

Use of Mobile Phones

This section relates specifically to the EYFS in the Junior School.

It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the School has a Policy on the Taking, Storing and Using Images of Pupil (incorporating EYFS) to outline the required protocol for all staff, pupils, volunteers and parents/carers. Staff taking pictures of pupils during the ordinary course of their teaching activities must use a camera or camera phone provided by school. Images taken by staff must be stored on school premises or on the school network. No mobile phones are allowed in the Early Years Foundation area unless they are securely stored in a locked drawer. Please refer to the Policy on the Taking, Storing and Using Images of Pupil (incorporating EYFS) for more information.

Outside Organisations

Assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils on another site (for example, in a separate institution).

GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of pupils. It aims to ensure that the policies, procedures and training in School are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding and child protection who will take leadership responsibility for the school's safeguarding arrangements and practice and champion child protection issues including ensuring that the DSL is able to act without impediment to report safeguarding or welfare concerns.
- ensure an annual report is made to the full governing body. At St Mary's the DSL reports termly in person to the Education Sub-Committee and yearly to the full governors. Any deficiencies or weaknesses will be remedied without delay.
- ensure that this Safeguarding and Child Protection policy (including procedure) is annually reviewed, including the efficiency with which the related duties have been discharged, and updated and shared with staff. It will be made available to parents on request and on the school website. **This will include the governor with responsibility for safeguarding having understanding and oversight of training and how the school is able to demonstrate the policy in action eg how pupil voices are listened to, referrals to pupil's services, complaints to the LADO and training of DSL and DP's in school.**
- Ensure that pupil's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure pupil's wishes and feelings are taken into account where there are safeguarding concerns.

Extended Schools and before and after School Activities (on or off school site)

If the governing body provides extended school facilities or before or after school activities directly

under the supervision or management of School staff, the School's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding pupil and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy was ratified on May 2017

and will be reviewed on September 2017

Signed by the Headteacher Charlotte Avery.....

Chair of Governors Graeme Minto

Deputy Designated Safeguarding Lead (if appropriate) Aodain Fleming

Appendix A

FOUR CATEGORIES OF ABUSE

PHYSICAL ABUSE - 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.

NEGLECT - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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

EMOTIONAL ABUSE - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another persons needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on pupil including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
Serious bullying (including cyberbullying) causing pupil frequently to feel frightened or in danger
- The exploitation or corruption of pupil

Some level of emotional abuse is involved in all types of maltreatment 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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing

- non-contact activities involving:
- pupil in looking at, or in the production of, sexual images,
- pupil in watching sexual activities
- or encouraging pupil to behave in sexually inappropriate ways
- 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 pupil. St Mary's staff recognize the potential for child on child abuse and understand that pupil/child 'behaviours' can change and are therefore asked to reflect on, and take account of, the changing behaviours of pupil.

Appendix B

The DSL's are the first point of contact for parents, pupils, teaching and support staff, external agencies and any other parties in all matters of child protection (except in the case of allegations against staff, volunteers or governors) and should provide support, advice and expertise on all matters concerning safeguarding.

In accordance with Annex B of Keeping Pupil Safe in Education 2016 ('KCSIE'), the broad areas of responsibility for the DSLs are:

Managing Referrals

The DSL is expected to:

- refer cases of suspected abuse to the local authority pupil's social care as required and support staff who make referrals to the local authority pupil's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or has left due to risk / harm to a child to the Disclosure & Barring Service and, where applicable, the National College of Teaching & Leadership; and/or
- refer cases where a crime may have been committed to the Police, as required.
- Work with the Head to inform her of issues, especially ongoing enquiries under section 47 of the Pupil Act 1989 and police investigations. As required, liaise with the Case Manager and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member). Liaise with staff on matters of safety and safeguarding 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 DSL's and Deputy DSL have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least 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:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
2. 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;
3. Ensure that all staff, governors, volunteers, peripatetic staff and coaches receive appropriate training in child protection so that they understand the School's Safeguarding and Child Protection Policy and procedure. Training records will be maintained by the Head of Human Resources;
4. Are alert to the specific needs of pupil in need, those with special educational needs and young carers;
5. Are able to keep and monitor detailed, accurate, secure written records of concerns and referrals;
6. 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 pupil from the risk of radicalization;
7. Be able to keep and monitor detailed, accurate, secure written records of pupil in the School who are subject to a child protection plan and ensure that this is maintained and updated as notification is received. Be able to liaise with other professionals to ensure that pupil who are subject to a child protection plan are monitored;
8. Obtain access to resources and attend any relevant or refresher training courses; and
9. Encourage a culture among staff of listening to pupil and taking account of their wishes and feelings in any measures the School may put in place to protect them.

Raising Awareness

The DSL's should ensure the School policies are known, understood and used appropriately. They will:

1. 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 working with the Governors to achieve this;
2. Ensure the School's Safeguarding and Child Protection Policy is available publically and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and of the role of the School in such referrals; and
3. Link with the Cambridgeshire safeguarding pupil board to ensure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

The DSL will:

1. Inform social services in writing when a child who is subject to a child protection plan moves to another school and inform the new school of the child protection plan as advised by social services; and
2. Ensure that any relevant child protection files are received from a pupil's former school and/or transferred securely to a pupil's new school separately from the main pupil file (confirmation of receipt will be obtained).

Appendix C Managing an Allegation Against a Member of Staff in your Establishment

