



St Mary's School
CAMBRIDGE

Safeguarding and Child Protection Policy

This policy is the responsibility of the Senior Leadership Team (SLT) and the Designated Safeguarding Leads (DSLs)

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Key External Contacts

Cambridgeshire and Peterborough Safeguarding Children Partnership Board Safeguarding InterAgency Procedures

<https://www.safeguardingcambspeterborough.org.uk/children-board>

Useful contacts -Cambridgeshire & Peterborough

Cambridgeshire Education Safeguarding Team

ECPS.General@Cambridgeshire.gov.uk

Early Help Hub

Cambridgeshire: Tel:01480 376666

early.help@cambridgeshire.gov.uk

Peterborough: Tel: 01733 863649

Local Authority Named Senior Officer:

Education Advisor – Diane Stygal

Tel: 01223 507115

diane.stygal@cambridgeshire.gov.uk

Local Authority Designated Officer:

Cambridgeshire: Janet Farr (Mon-Weds) & Jackie Ward (Weds-Fri)

Tel: 01223 727967

lado@cambridgeshire.gov.uk

Peterborough: Gisela Jarman Tel: 01733 864030

Jane Bellamy Tel: 01733 864790

Children’s Social Care referrals team and Multi Agency Safeguarding Hub (MASH):

Direct contact centre Monday to Thursday 8am - 5.30pm and Friday 8am – 4.30pm

Out of Hours Emergency Duty Team Tel: 0345 045 5203

Tel: 01733 234724

referralcentre.children@cambridgeshire.gov.uk

National Services

Police

Emergencies Tel: 999

Child Abuse Investigation Unit Tel: 101

School's Police liaison officer Tel:101

Support and Advice about Extremism (Non-emergency)

Police Tel: 101

Department for Education Tel: 020 7340 7264 (Monday to Friday 9am – 6pm)

counter.extremism@education.gov.uk

Reporting Female Genital Mutilation

Police Child Abuse Investigation Unit Tel: 101

Cambridgeshire County Council out of hours emergency duty team Tel: 01733 234724

NSPCC Whistleblowing Advice Line

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

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

PO Box 3961, Royal Wootton Bassett SN4 4HF

Tel: 03000 200 190

customerservices@dbs.gov.uk

Teaching Regulation Agency

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)

Whistleblowing@ofsted.gov.uk

National Children's Commissioner

Tel: 0800 528 0731

Reporting serious wrongdoing to the Charity Commission

<https://www.gov.uk/guidance/report-serious-wrongdoing-at-a-charity-as-a-worker-or-volunteer>

Independent Schools Inspectorate

0207 6000 100

complaints@isi.net

Key School Contact Details

Designated Safeguarding Leads (DSL)



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

St Mary's Senior School:

Aodain Fleming (Deputy Head: Pastoral and Boarding)

Tel: 01223 224172

E-mail: afleming@stmaryscambridge.co.uk



Designated Safeguarding Lead (DSL) / Prevent Lead

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

Matthew O'Reilly (Head of Juniors)

Tel: 01223 224112

E-mail: moreilly@stmaryscambridge.co.uk

Deputy Designated Safeguarding Leads (DDSL)



Deputy Designated Safeguarding Lead (DDSL)

St Mary's Senior School

Claire Elliott (Head of Boarding)

Tel: 01223 224195

E-mail: celliot@stmaryscambridge.co.uk



Deputy Designated Safeguarding Lead (DDSL)

St Mary's Senior School

Stephen Seidler (Deputy Head: Academic and Staffing)

Tel: 01223 224161

E-mail: sseidler@stmaryscambridge.co.uk



Deputy Designated Safeguarding Lead (DDSL)

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

Kerry Owens (Deputy Head of Junior School, Lower-School Co-ordinator)

Tel: 01223 224186

E-mail: kowens@stmaryscambridge.co.uk

Governors

Robert Meakin

Safeguarding and Child Protection Governor

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St Mary's School, Bateman Street, Cambridge, Cambridgeshire CB2 1LY

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Stuart Westley

Chair of Governors

(contact via Mrs K Dix)

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Policy Statement

Scope and introduction

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, in the resources area of **MyConcern** and at reception or on request.

This policy sets out how the School's Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare and well-being of pupils who are at the School. This policy applies to all staff in school, regardless of their employment status, including contractors, supply staff, peripatetic staff, coaches, volunteers, and Governors. Through their 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 children can learn and create a culture of safety, equality and protection.
- Identify children who may benefit from early help.
- Know what to do if a child tells them he/she is being abused or neglected.
- Follow the referral process if they have a concern.

In this policy, DSL means the Junior School and Senior School Designated Safeguarding Leads. References to DSL include the Deputy DSL (DDSL). It is consistent with the Cambridge and Peterborough Safeguarding Children Partnership Board (SCPB) procedures.

Advice and Guidance

This policy has regard to the following guidance and advice:

- [Keeping children safe in education \(September 2020\) \('KCSIE'\)](#).
- [Guidance for safer working practice for those working with children and young people in education settings \(May 2019\)](#).
- [Working together to safeguard children \(July 2018, updated February 2019\)](#).
- [Disqualification under the Childcare Act 2006 \(September 2018\)](#).
- [Revised Prevent duty guidance for England and Wales \(April 2019\)](#).
- [The Prevent Duty, departmental advice for schools and childcare providers \(June 2015\)](#).
- [Channel duty guidance; protecting vulnerable people from being drawn into terrorism \(HM Government, December 2019\)](#).
- [Educate Against Hate \(HM Government\)](#).
- [Multi-agency statutory guidance on female genital mutilation \(HM Government, April 2016\) \(updated July 2020\)](#).
- [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 \(July 2015\).](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(December 2020\).](#)
- [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 \(June 2019\).](#)
- [Report serious wrongdoing at a charity as a worker or volunteer \(Charity Commission, June 2019\).](#)
- [Reporting a serious incident in your charity when it involves a partner \(Charity Commission, December 2020\).](#)
- [Guidance on handling safeguarding allegations in a charity \(office for Civil Society, January 2019\).](#)
- [Effective Support for Children and Families in Peterborough and Cambridgeshire \(November 2018\).](#)
- [Cambridge and Peterborough Safeguarding Partnership Board Threshold Document 2018.](#)
- [Home Office guidance ‘Preventing Youth Violence and Gang Involvement’.](#)
- [Home Office guidance ‘Criminal exploitation of children and vulnerable adults: County Lines’.](#)
- [Relationships and sex education \(RSE\) and health education \(July 2020\).](#)
- [Multi agency statutory guidance on FGM \(HM Govnt July 2020\)](#)

Relevant School Policies

The following School policies and procedures are relevant to this policy:

- *Staff Behaviour Policy.*
- *Whistle Blowing Policy.*
- *Recruitment, Selection and Disclosure Policy and Procedure.*
- *IT Acceptable Use Policy.*
- *On-line Safety Policy.*
- *Pupil Internet and IT Acceptable Use Policy.*
- *Social Media Policy (Staff Policies)*
- *Behaviour Management Policy.*
- *Discipline, Exclusions and Required Removal Policy.*
- *Anti-bullying Policy.*
- *Arrangements for Risk Assessment*
- *Visitors Policy.*
- *Missing Child and Uncollected Child Procedure.*

- *SEND Policy.*
- *Equality Policy.*
- *Health and Safety Management Policy.*
- *Physical Restraint and Contact Policy.*
- *Medicines Policy – days girls and boarders.*
- *First Aid Policy.*
- *RE and SRE Policy.*
- *Complaints Policy and Procedure.*
- *Discipline and Grievance Procedures (Staff Policies)*

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 mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

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

We will follow the procedures set out in the SCPB ‘Inter-Agency Procedures’. A copy of these procedures can be found on their website: <https://www.safeguardingcambspeterborough.org.uk/children-board/>

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/ren safe.

The guidance, Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (July 2018) supports staff who have to make decisions about sharing

information. Fears regarding sharing information under the Data Protection Act 2018 and the GDPR should not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead ('DSL').

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are considered 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. The School manages this by 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, and the School counsellors.

The School operates its processes with the best interests of the pupil at their heart.

1. Listen to the disclosure

- Listen carefully and keep an open mind.
- Avoid asking leading questions (a question which suggests the answer).
- 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 the conversation / information immediately 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 in **MyConcern**. Staff without internet access can obtain a Logging Concern form from the staff room or directly from the DSLs or DDSLs. The formal written record can be completed after an initial discussion with the DSL or DDSL and completed with the DSL or DDSL where appropriate.

The record should be factual and should include:

- Pupil name and date of birth.
- Date and time of the event/concern/conversation.
- Detail of what was said and done by whom and in whose presence.
- Action taken and by whom with reasons for decisions made.
- 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 with the written record. 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.

Additional guidance about how to manage a report of harmful sexual behaviour is provided in Part 5 KCSIE. This includes the following advice:

- Only record the facts as the child presents them.
- Where the report contains an online element, do not view or forward illegal images of a child. See 'sexting' below at pages 35 and 36 and the UK Council for Child Internet Safety's advice note Sharing nudes and semi-nudes: advice for education settings working with children and young people (December 2020).
- for advice about what to do when viewing an image is unavoidable.
- Manage reports with another member of staff present (preferably the DSL/DDSL), if possible and inform the DSL as soon as practicably possible if the DSL is not involved in the initial report.

3. Report the concern

If the concern involves an allegation against staff, or anyone working in the school (including supply staff and volunteers) this must be reported in accordance with the arrangements for dealing with allegations against staff set out below at pages 20-23.

See also [Appendix 3](#) – the safeguarding flowchart about how to report concerns.

If the concern does not involve an allegation against a staff member, or anyone working in school (including supply staff and volunteers) 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 14 and 15 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 14 and 15 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 or DDSL in the DSL's absence, will consider the appropriate course of action in accordance with the SCPB 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 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.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside School. All staff, but especially the DSL and DDSLs, should consider the context within which such incidents and/or behaviours occur. The School will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

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.
- Is abusing alcohol or drugs themselves.
- 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 (including governors and volunteers) who consider that a pupil may benefit from early help should discuss this with the School's DSL or DDSL, in the DSL's absence. The DSL will consider the appropriate action to take in accordance with the SCPB referral threshold document: <http://www.safeguardingcambspeterborough.org.uk/wp-content/uploads/2018/11/Effective-Support-for-Children-and-Families-Thresholds-Document.pdf>

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 supply staff, 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 (or DDSL in the DSL's absence) 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 supply staff, 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 Cambridgeshire and Peterborough Safeguarding Children Partnership Board (SCPB) is the School's local board. There is an online tool for finding the relevant children's social care numbers:

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

A full copy of their local procedures can be found at <http://www.safeguardingcambspeterborough.org.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 referrals team (see numbers in key contacts above). 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 they have concerns that children are at risk from or involved with serious violent crime

All staff should be aware of indicators which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries.

If staff 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 or DDSL in the DSL's absence, to agree a course of action, although staff can make a direct referral to Children's Social Care.

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 a range of safeguarding possibilities which may include abuse, neglect, child sexual exploitation, child criminal exploitation, mental health problems, risk of substance abuse, risk of trafficking or travel to conflict zones, a risk of FGM or forced marriage. 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 and will have reference to the procedure set out in Cambridgeshire's Children Missing Education guidance.

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 and or safeguarding. Where reasonably possible, the School will hold more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult, particularly when a child missing from education is also identified as a welfare and/or safeguarding concern.

What staff should do if a child needs a social worker (Children in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

What staff should do if a child requires mental health support

The School has an important role to play in supporting the mental health and wellbeing of its pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE Mental Health and Behaviour in Schools guidance. Public Health England has produced a range of resources to support schoolteachers to promote positive health, wellbeing and resilience among young people.

What staff should do if they have concerns about another staff member or others working in school

If staff have concerns about another staff member, supply staff, peripatetic teacher, contractor, governor, other volunteer, or anyone else working in school then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Governors.

Where the Head is unavailable this should be referred to the DSL, unless there are concerns about the DSL, in which case it should be referred to the nominated safeguarding governor. In the event of allegations of abuse being made against any staff or volunteer working in School, staff are referred to the procedures below regarding **managing allegations of abuse against staff (including supply staff and volunteers)** See page 20 onwards.

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

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, sexual harassment and upskirting (now a criminal offence and typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm). 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.

Where an issue of pupil behaviour gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, staff should follow the procedure below rather than the School's *Anti-bullying and Behaviour Policies*.

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. If the allegations involve online content, 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.

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 and Peterborough Safeguarding Children Partnership Board (SCPB) 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 SCPB, 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 SCPB 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. All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children (as set out in Department of Education guidance - **Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018**).

The School will treat all safeguarding information with an appropriate level of confidentiality, only involving others where appropriate. The School will always act 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 necessary, in child protection matters (including where allegations have been made against staff), the School will consult with the Local Authority Named Senior Officer, the Designated Officer, Police and Children's Social Care (where relevant) to seek advice about confidentiality and to agree the information that should be disclosed and to whom. While the School will share information with those involved where and when it is appropriate to do so, they may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies.

Record Keeping

Staff must record all concerns about a pupil's welfare on the Logging Concern form on **MyConcern** which is available on the home (landing) page of SMC. Non - IT enabled staff should use the Logging Concern form in the staff room or obtain this directly from the DSL/DDSL.

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.

See arrangements for dealing with allegations of abuse against staff or anyone working in school (including supply staff, governors and volunteers) below about disclosure of information where an allegation has been made.

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 June 2019. 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 timescale 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.
- Disclosure and Barring Service (DBS). A referral will be made promptly if the criteria are met See page 22 point 8 below.
- Teaching Regulation Agency (TRA). Separate consideration will be given as to whether a referral to the TRA should be made where a teacher has been dismissed or would have been dismissed if he/she had not resigned. See page 22 point 8 below.

Arrangements for dealing with allegations of abuse against staff or anyone working in school (including the head (of each school), supply staff, governors, and other volunteers)

The School’s procedures for managing allegations against staff and others who are currently working in the School follows Department for Education statutory guidance and SCPB arrangements and applies when staff (including supply staff, governors and other 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.
- 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.
- Behaved or may have behaved in a way that indicated they may not be suitable to work with children.

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 the LADO.

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 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 School will consult with the Local Authority Named Senior Officer who will liaise with the Designated Officer and ensure that all allegations that come to the School's attention and appear to meet the above criteria are reported to the Designated Officer within one working day. Following consultation with the Designated Officer, the Local Authority Named Senior Officer will advise on all further action to be taken. The Head or Chair of Governors will not seek to interview the child/ren or member/s of staff involved until advice has been sought.

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 Local Authority Named Senior Officer or 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 Local Authority Named Senior Officer or 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 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. Where the Head is unavailable this should be referred to the DSL, unless there are concerns about the DSL, in which case it should be referred to the nominated safeguarding governor.
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 Local Authority Named Senior Officer who will liaise 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 Local Authority Named Senior Officer or 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 Local Authority Named Senior Officer or 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 Local Authority Named Senior Officer or 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).

Arrangements for dealing with allegations about supply staff

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply teachers provided by an employment agency or business ('the agency'). The School will usually take the lead, but agencies should be fully involved and co-operate in any enquiries from the Designated Officer, police and/or children's social services.

In no circumstances will the School decide to cease to use a supply teacher due to safeguarding allegations, without finding out the facts and liaising with the Designated Officer to determine a suitable outcome. The School will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The School will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the Designated Officer should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.

When using an agency, the School should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Staff Behaviour Policy

The School's *Staff Behaviour Policy* can be found on the School website (policies) and in St Mary's Cloud /All staff/Human Resources (staff policies) 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 appropriately 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 DDSLs are Claire Elliott and Stephen Seidler. Matthew O' Reilly, Aodain

Fleming and Stephen Seidler are members of the School's Senior Leadership Team. This ensures there is always the required cover for the role.

The DSLs and DDSLs' 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 DSLs 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. As staff availability cannot be guaranteed out of school hours or when a school activity is not taking place, 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. During such times when the DSL or DDSLs are not available, non-urgent matters may be emailed to the relevant DSL or communicated through the senior school reception 01223 353253.

Full details of the DSL's role can be found at Annex B of *KCSIE* 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 SCPB. 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, identity and contact details of the DSL(s) and DDSLs.
- The Behaviour Management Policy.
- The Discipline, Exclusions and Required Removal Policy.
- The Staff Behaviour Policy.
- The Whistle Blowing Policy.
- The IT Acceptable Use Policy.

- The On-Line Safety 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*.
- Receive training in safeguarding and child protection regularly, in line with advice from the SCPB. Training will include online safety and harmful sexual behaviours (including peer-on peer abuse, sexual violence, and harassment). Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying, prejudice-based bullying, gangs and mental health. 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, Twilight, 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 SCPB'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 DSLs' and DDSLs' knowledge and skills are updated at least annually to keep up with any developments relevant to their role. The DSL at the senior school is a member of the Cambridgeshire Education Safeguarding Group. The DSL at the junior school is a member of the Preparatory Schools Safeguarding Group.

Oversight of Safeguarding - including arrangements for reviewing policies and procedures

Robert Meakin 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 Board of Governors review this policy and give Board approval. The DSLs 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 DSLs 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 Acceptable Use Policy* which also includes detail on the use of mobile technology in school (and accessing 3G, 4G and 5G 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 School Counsellors. 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. Each year group in Boarding will have a link Boarding Prefect who act as a mentor to pupils in that year group.

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 (see *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 consider 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 technology (including phones and cameras)

The *Staff Behaviour Policy*, the *IT Acceptable Use 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.

The School's approach to online safety is set out in the *Online Safety Policy*.

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 third party may do so but only with the consent of a senior member of staff and with appropriate supervision.

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).

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.

Abuse: 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 institutional or community setting by those known to them, or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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 because 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 caregivers); 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

The SCPB can provide advice on the signs / indicators of abuse and the DfE advice 'What to do if you're worried a child is being abused' (March 2015) provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

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’ behaviour.
- Obsessive rocking, thumb sucking.
- Air of detachment.
- ‘Don’t care’ attitude.
- Social isolation.
- Does not join in and has few friends.
- Desperate attention seeking behaviour.

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 16 of this Policy).
- Children with family members in prison.
- Child sexual exploitation (see page 33 of this Policy).
- Child criminal exploitation: county lines or other gang activities(see page 33 of this Policy).
- Domestic abuse (see page 34 of this Policy).
- Homelessness.
- So-called 'honour-based' (see page 34 of this Policy).
- Female Genital Mutilation (see page 34 of this Policy)
- Forced Marriage (see page 35 of this Policy)
- Preventing radicalisation (see page 35 of this Policy).
- Peer on peer abuse (see page 18 of this Policy).
- Sexual violence and sexual harassment between children in school and colleges (see page 16 of this Policy).

- Upskirting (see page 36 of this Policy).

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 using 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

Child Criminal Exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Staff should be aware of the Home Office guidance: Criminal Exploitation of children and vulnerable adults: County Lines. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years.
- Can affect any vulnerable adult over the age of 18 years.
- Can still be exploitation even if the activity appears consensual.
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of involvement with county lines or gangs:

- Persistently going missing from home/school and /or being found away from their local area.
- Unexplained acquisition of money, clothes or mobile phones.
- Multiple mobile phones and/or excessive receipt of texts/calls.
- Relationships with controlling, usually older, individuals or groups.
- Leaving home/care without explanation.
- Unexplained injuries.
- Carrying weapons.
- Significant decline in school attendance and achievement.
- Gang association or isolation from peers or social networks.
- Significant changes in emotional well-being.

The DSL will complete the SCPB Exploitation (CSE/Criminal gangs) Risk Assessment and Management Tool and refer to Children's Social Care if there is a concern that a child may be at risk of criminal exploitation.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved in serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Advice is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Domestic Abuse

Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial, and emotional.

Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. The School should be mindful that children can often blame themselves for the abuse or may have had to leave the family home as a result of the abuse. Domestic Abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

Further advice on identifying children who are affected by domestic abuse and how they can be helped can be found in Annex A of KCSIE. This includes details about Operation Encompass which operates in the majority of police forces across England, helping schools and police work together to provide emotional and practical help to children. Cambridgeshire's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the DSL. All information sharing and resulting actions will be undertaken in accordance with 'Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse – Notification to Schools, Colleges and Early Years settings'.

So called 'honour based' abuse (including FGM)

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.

Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

- 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 42-43 of the Multi-agency statutory guidance on FGM. Pages 61-63 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 must refer the matter to 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 the Home Office guidance Mandatory reporting of female genital mutilation - procedural information (January 2020) for further details about the duty. 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. The National FGM Centre has also produced FGM guidance to help schools understand their role in safeguarding girls, engaging parents and teaching about FGM,

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 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 need 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. See the advice on Prevent and Channel and the use of social media for on line radicalisation at page 9 of this policy.

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+.

Upskirting

is now a criminal offence and typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

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:

- It is the only way to decide whether to involve other agencies, as there is insufficient information available as to its contents.
- It is necessary to report the image to a website or agency to have it taken down; or
- 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 Sharing nudes and semi-nudes: advice for education settings working with children and young people (December 2020). 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:

<https://www.thinkuknow.co.uk/>

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

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

The Home Office has published Indecent images of children: guidance for young people (November 2019) to help young people understand the law on indecent images of children and how to navigate the internet confidently and safely within legal boundaries

Mental health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy, and speaking to the DSL or a deputy.

The DfE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary and senior schoolteachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting Children and Young People's Emotional Health and Wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

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>

<https://www.mentalhealth.org.uk/a-to-z/e/eating-disorders>

<https://www.mentalhealth.org.uk/a-to-z/d/depression>

<https://www.mentalhealth.org.uk/a-to-z/s/self-harm>

Appendix 2: Responsibilities of the Designated Safeguarding Lead

The name and contact details of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (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 point of contact point with the SCPB.
- 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 19-21, the Local Authority Senior Named Officer and the Designated Officer(s) at the Local Authority for child protection concerns in cases which concern a member of staff.
- Liaise with the three safeguarding partners (Local Authority, clinical commissioning group and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children 2018.
- Liaise with staff (especially pastoral support staff, school nurses, IT technicians and the SEND department) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice, and expertise for staff.

Looked after children

The DSL will take lead responsibility for pupils who are looked after children. Direct support will be delegated to the teacher designated for looked after children.

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 and Data Protection law both within the School and SCPB and other agencies/practitioners.
- Understand and support the School with regard to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- 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.
- To take lead responsibility for any pupils who are looked after children.

Raise awareness:

The DSL 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.
- Link with the SCPB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced with teachers and school leadership staff.

Prevent:

In accordance with the Prevent duty guidance for England and Wales and Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, July 2015) the Prevent Lead has, in addition, the following responsibilities:

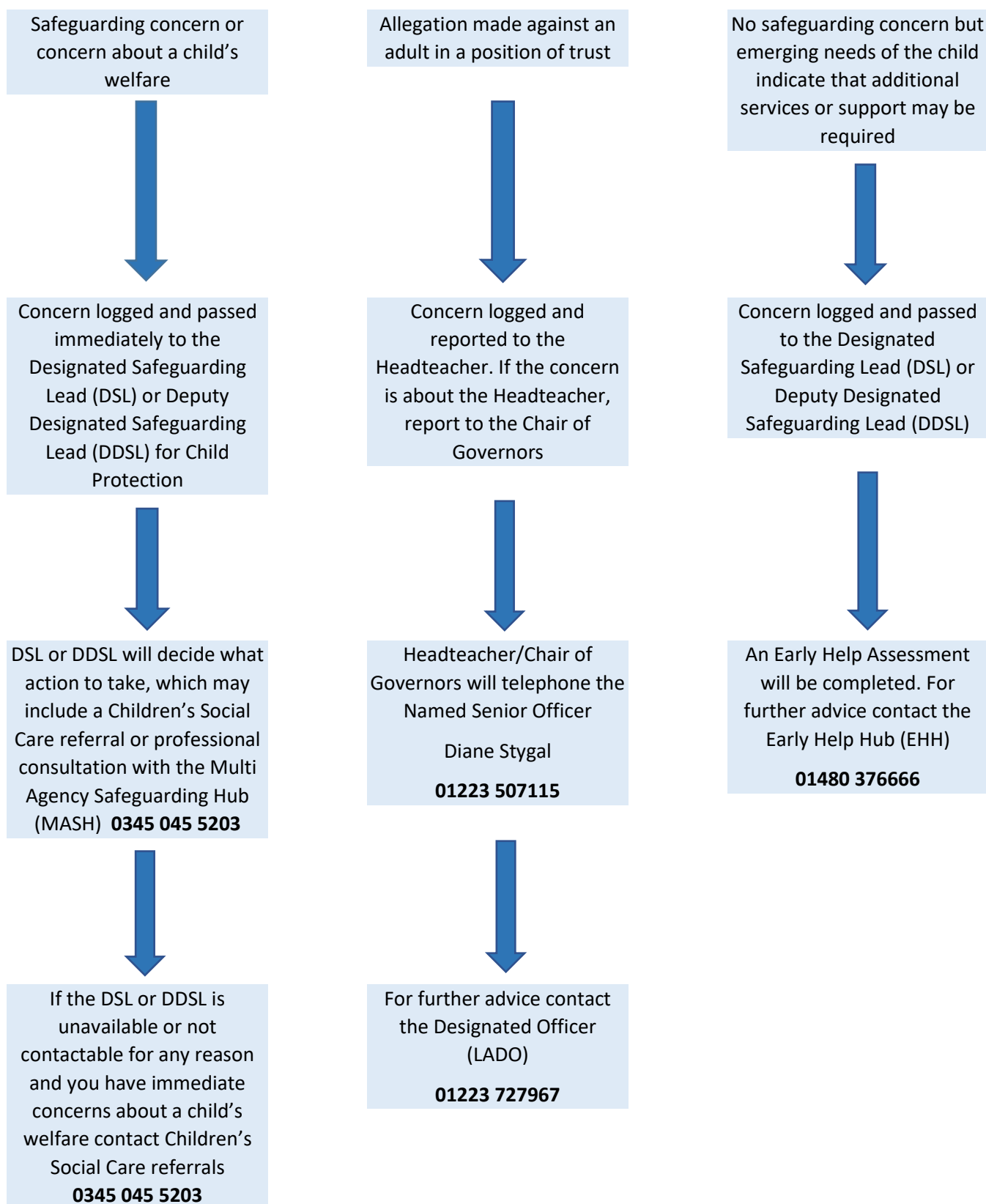
- Be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty.
- Co-ordinate Prevent duty procedures in the School.
- Liaise with local prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and / or the police where indicated.
- Undergo WRAP or other appropriate training.
- Maintain ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training.

- Monitor the keeping, confidentiality and storage of records in relation to the Prevent duty.

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.
- Child protection files will be otherwise retained and disposed of in accordance with the School's policies and guidance on data protection and retention and disposal of records

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 several 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 17 of part 1 of KCSIE 2020 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:

1. Personal details of the child.
2. Detailed information about the concern.
3. 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.safeguardingcambspeterborough.org.uk/children-board/professionals/lscbprocedures/>