StChris

ST. CHRISTOPHER SCHOOL
LETCHWORTH GARDEN CITY

Child Protection & Safeguarding Policy

February 2024

Key Contact Details

1.1   External

Local Authority Designated Officer (LADO)	Yvette Morello Tel: 01992 555420 E: yvette.morello@hertfordshire.gov.uk or LADO.Referral@hertfordshire.gov.uk (NB: referrals are only accepted by email)
Multi-Agency Safeguarding Hub (MASH)	TEL: 0300 123 4043 EMAIL: protectedreferrals.cs@hertfordshire.gov.uk
Support and Advice about Extremism	**Police** NAME: DCI Matt Thompson TEL: 101. Ask for the 'Prevent' team. Referrals can be made to the Prevent team at: prevent@herts.pnn EMERGENCY: 999 NON EMERGENCY NUMBER: 101 **Department for Education** NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk
NSPCC whistleblowing advice line	ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk
Disclosure and Barring Service	ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: dbsdispatch@dbs.gsi.gov.uk
Teaching Regulation Agency	ADDRESS: Ground Floor, South Cheylesmore House, 5 Quinton Road, Coventry CV1 2WT TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8.00 am to 6.00 pm) EMAIL: Whistleblowing@ofsted.gov.uk
NSPCC Unwanted Sexual Behaviour Helpline	TEL: 0800 136 663 EMAIL: help@nspcc.otrg.uk
Early Help/Families First	TEL: 0300 123 4043 EMAIL: www.hertfordhsire.gov.uk/families-first
PREVENT	CONTACT: sophie.lawrence@hertfordshire.gov.uk EMAIL: prevent@herts.pnn.police.uk TEL: 07773 094897

Head Emma-Kate Henry BA (Hons) PGCE
St. Christopher School (Letchworth) Limited is an educational charity (no.311062)
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1.2   School

Governors	Chair of Governors NAME: Jakub Kozlowski EMAIL: jakub.kozlowski@stchris.co.uk Nominated Safeguarding Governor NAME: Dasha Nicholls EMAIL: dasha.nicholls@stchris.co.uk
Designated Safeguarding Lead (D/DSL) and Deputy Designed Safeguarding Lead (DD/DSL)	Main DSL for the School NAME: Becky Hayes TEL: 01462 650850 EMAIL: becky.hayes@stchris.co.uk Deputy DSL (Senior School) NAME: Nat Baker TEL: 01462 650950 EMAIL: nat.baker@stchris.co.uk Deputy DSL (Senior School) NAME: Alistair Phillips TEL: 01462 650850 EMAIL: alistair.phillips@stchris.co.uk Deputy DSL (Junior School & EYFS) NAME: Katie Wright TEL: 01462 650974 EMAIL: katie.wright@stchris.co.uk Deputy DSL (Junior School) NAME: Marcia Bonanni Tel: 01462 650974 Email: marcia.bonanni@stchris.co.uk Deputy DSL (EYFS) NAME: Rebecca Simon TEL: 01462 650974 EMAIL: rebecca.simon@stchris.co.uk
Designated Teacher for Looked After Children	NAME: Becky Hayes TEL: 01462 650850 EMAIL: becky.hayes@stchris.co.uk
PREVENT Lead	NAME: Becky Hayes TEL: 01462 650850 EMAIL: becky.hayes@stchris.co.uk
Early Help/ Families First	NAME: Becky Hayes TEL: 01462 650850 EMAIL: becky.hayes@stchris.co.uk
Head	NAME: Rich Jones TEL: 01462 650901 EMAIL: head@stchris.co.uk

2. POLICY STATEMENT

2.1   This policy applies to St Christopher School, which includes the EYFS setting.

2.2   This policy is reviewed and updated annually (as a minimum) and is available on the School website.

2.3   This policy has regard to the following guidance and advice:

2.3.1   Keeping Children Safe in Education (September 2023) ('*KCSIE*')

2.3.2   What to do if you're worried a child is being abused: advice for practitioners (March 2015)

2.3.3   Working Together to Safeguard Children (July 2018)

2.3.4   Information sharing: advice for practitioners providing safeguarding services (July 2018)

2.3.5   Revised Prevent Duty Guidance for England and Wales (July 2015)

2.3.6   The Prevent Duty: Departmental advice for schools and childminders (June 2015)

2.3.7   The use of social media for on-line radicalisation (July 2015)

2.3.8   Contingency framework: education and childcare settings (August 2021)

2.4   This policy also takes into account the procedures and practice of Hertfordshire Local Authority as part of the inter-agency safeguarding procedures set up by the Safeguarding Children Board.

3. CONCERNS ABOUT A CHILD

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

3.2   The School has arrangements for listening to children and providing early help. Details of these arrangements can be found on the Pastoral Guidance Policy.

3.3   Definitions of Safeguarding and Types and Signs of Abuse

3.3.1   Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental 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.

3.3.2   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 (eg. 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

3.3.3   Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

4.   PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

4.1   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. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. Failure to act is not an option.

4.2   All staff should:

4.2.1   listen carefully

4.2.2   avoid asking leading questions

4.2.3   reassure the individual that the allegation/complaint will be taken seriously

4.2.4   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. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent. Where possible use a room with a window and let someone know you are there.

4.3   All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. Initially inform a D/DSL and then record the concern on 'My Concern'. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. 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 Designated Safeguarding Lead ('DSL') or their deputy ('D/DSL').

4.4   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. The School manages this by ensuring there is a 'go to' member of staff for every child involved. This agreed 'go to' member of staff liaises with the pastoral team and D/DSL. The School operates its processes with the best interests of the pupil at their heart.

4.5   **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 D/DSL and any deputies, 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.

4.6   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. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the D/DSL or a deputy D/DSL.

4.7   It is recognised that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take` these needs into account when making plans to support pupils who have a social worker.

4.8   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.

4.9   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:

4.9.1   Is disabled and has specific additional needs;

4.9.2   Has special educational needs (whether or not they have a statutory education, health and care plan);

4.9.3   Is a young carer;

4.9.4   Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;

4.9.5   Is frequently missing/goes missing from care or from home;

4.9.6   Is misusing drugs or alcohol themselves;

4.9.7   Is at risk of modern slavery, trafficking or exploitation;

4.9.8   Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;

4.9.9   Has returned home to their family from care;

4.9.10   Is showing early signs of abuse and/or neglect;

4.9.11   Is at risk of being radicalised or exploited;

4.9.12   Is a privately fostered child.

4.9.13   Is looked after/previously looked after or adopted

4.10   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.

4.11   In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's D/DSL. The D/DSL will consider the appropriate action to take in accordance with the Hertfordshire Safeguarding Children Partnership referral threshold document (continuum of need). The D/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 does not appear to be improving. Early Help Support will be contacted for the county in which the child lives.

4.12   What staff should do if they have concerns about a child

4.12.1   If staff (including governors, peripatetic staff, agency staff 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 D/DSL and/or report the concern on our online safeguarding and Child Protection management system 'MyConcern' to agree a course of action. Staff can also make a direct referral to children's social care by calling HSCP or the NSPCC. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. If anyone other than the D/DSL makes a referral, they should inform the D/DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the D/DSL should press children's social care for reconsideration.   Staff should challenge any inaction and follow this up with the D/DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

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

4.13.1   If staff (including governors, agency staff 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 D/DSL makes a referral, they should inform the D/DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the D/DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

4.13.2   The School's board is Hertfordshire Safeguarding Children's Board (HSCB).

4.13.3   The School's safeguarding arrangements take into account the procedures and practice of the HSCB, including understanding and reflecting local protocols for assessment and the referral threshold document.

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

4.14.1   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 the government's Channel programme 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 999 or by submitting a referral form to MASH or call them directly. Advice and support can also be sought from children's social care.   A pupil must consent to any support delivered through the Channel programme.

4.14.2   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 Police of the potential risk in the local area. Such risk assessments are discussed with the Head, D/DSL and DD/DSL 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.

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

4.15.1   Staff **must** report to the Police cases where they discover that an act of FGM appears to have been carried out. They should still consider and discuss any such case with D/DSL and involve children's social care as appropriate.

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

4.16   What staff should do if a child goes missing from education

4.16.1   Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing from education can be found in the Missing Child Policy.

4.16.2   The School will report to Hertfordshire 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.

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

4.17.1 We recognise that possibility that adults working at St Chris may harm children, including governors, volunteers, supply teachers and agency staff.

4.17.2 If staff have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Governors.

4.17.3 Where there are concerns about a Governor, the member of staff should contact the Local Authority Designated Officer without delay).

4.17.3 In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the designated officer(s) at the Hertfordshire Local Authority.

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

4.18.1 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 procedures which can be found in the Whistleblowing Policy on 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.

4.18.2 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 Key Contacts page at the start of this policy.

5. ARRANGEMENTS FOR DEALING WITH CHILD-ON-CHILD ALLEGATIONS

5.1 Child-on-child abuse is abuse by one or more pupils against another pupil. It can be standalone or as part of wider abuse. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying), physical abuse, initiation/hazing violence and rituals, upskirting, sexting, the sharing of nudes and/or semi-nudes, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or "just having a laugh" or "boys being boys"]. The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By

making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

5.2   Children are encouraged to discuss any issues of child on child abuse with trusted staff; usually an Advisor, Head of Year, the wider pastoral team and teaching staff. Our systems in place (which are well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.

5.3   At St Chris we recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

5.4   At St Chris we recognise that it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously; and the different forms child on child abuse can take, such as: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment.

5.5   KCSIE September 2023 Part 5 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' sets out how schools should respond to reports of sexual violence and sexual harassment.

5.6   The School recognises that children with special educational needs and disabilities can be more prone to child-on-child group isolation than other children and will consider extra pastoral support for those children. Each Head of Year holds weekly meetings with the Heads of SEN, as does the Head of Secondary School, to discuss student welfare. The Senior Pastoral Lead keeps an overview of those students with disabilities and SEN to ensure provision is full and rounded.

5.7   The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for child-on-child abuse. All boarding staff at St Christopher complete up to date training on child-on-child abuse to ensure they are vigilant in this regard and regular boarding meetings include child-on-child abuse discussion.

5.8   The School takes steps to minimise the risk of child-on-child abuse. INSET training and online modules on 'Raising awareness of Child on Child Abuse' are completed by all staff in direct contact with children. Whole staff training on diversity, gender, bullying, SEND provision happen throughout the year.

5.9   A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the HSCB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. 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 HSCB, 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 HSCB and/or the Police as appropriate].

5.10 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 D/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.

5.11 Sharing consensual and non-consensual nudes and semi-nudes (previously known as 'sexting'): The School will follow the DDMSC/UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (December 2020) when responding to an allegation that nudes and/or semi-nudes have been shared. In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the pastoral team and support from external agencies will be sought, as appropriate. Such incidents will always be treated as a safeguarding concern. Staff will never view, save, share or send a file which is reported as being related to sexting. The phone will be turned off and reported to the D/DSL.

5.12 When an incident involving 'youth produced sexual imagery' comes to the school's attention:

5.12.1 The incident should be referred to the D/DSL as soon as possible

5.12.2 The D/DSL should hold an initial review meeting with appropriate school staff

5.12.3 There should be subsequent interviews with the children involved (if appropriate)

5.12.4 Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

5.12.5 At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

5.13 In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported and guided by the Senior Pastoral Lead and the Pastoral Team and support from external agencies will be sought, as appropriate.

5.14 When there has been a report of sexual violence, the D/DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

• the victim;
• the alleged perpetrator; and
• the other children (and, if appropriate, staff) at the School.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the D/DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The D/DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing School premises and School transport.

5.15 **How should staff respond to an incident of nudes and semi-nudes being shared by pupils?**

All members of staff in an education setting have a duty to recognise and refer any incidents involving nudes and semi-nudes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.

For this purpose, 'sharing nudes/semi-nudes' means the sending or posting of nude or semi-nude images, videos or live streams by children under the age of 18 online. This could be via social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or live streams may include more than one child.

Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them.

If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, they should refer the incident to the D/DSL as soon as possible.

At no point should a member of staff view the image.

The D/DSL will follow the DDMSC/UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (December 2020) when responding to a report of sharing nudes and/or semi-nudes. This will include:

5.15.1 Holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.

5.15.2 Carrying out interviews with the children involved (if appropriate).

5.15.3 Informing parents and carers at an early stage and keep them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.

5.15.4 Carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process

5.15.5 If not, the incident can be handled in school in accordance with the "sharing nudes" guidance and the School's Child Protection and Behaviour policies.

5.15.6 If it is determined that there is a risk of harm, the D/DSL must make a referral to children's social care and/or the police immediately.

All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. Schools must record the reason for not reporting incidents externally and ensure it is signed off by the Head. Records will be kept in line with statutory requirements set out in KCSIE and local safeguarding procedures. No copies of imagery will be taken or retained.

This guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the D/DSL immediately, who should always inform the Police as a matter of urgency.

5.16 Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the D/DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The D/DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

6. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

6.1 Some children may be at an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

6.2 To ensure that our children receive equal protection, we will give special consideration to those who are:

6.2.1 disabled or have special educational needs;
6.2.2 young carers at home during the evenings and holidays;
6.2.3 living in a domestic abuse situation;
6.2.4 affected by parental substance misuse;
6.2.5 living away from home;
6.2.6 vulnerable to being bullied, or engaging in bullying;
6.2.7 living in temporary accommodation;
6.2.8 boarders;
6.2.9 live transient lifestyles;
6.2.10 living in chaotic and unsupportive home situations;
6.2.11 vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
6.2.12 involved directly or indirectly in sexual exploitation;
6.2.13 do not have English as a first language.
6.2.14 Adopted children
6.2.15 Looked after/Previously looked after children

6.3 This list provides examples of particularly vulnerable groups but is not exhaustive.

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

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

7.1.1 Behaved in a way that has harmed a pupil, or may have harmed a pupil
7.1.2 Possibly committed a criminal offence against or related to a pupil
7.1.3 Behaved towards a pupil in a way that indicated that they may pose a risk of harm to children; or
7.1.4 Behaved in a way that indicates they may not be suitable to work with children.

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

7.3 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 LADO or, in the most serious cases, the Police, so as not to jeopardise statutory investigations.

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

7.5 All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head or to the D/DSL.

7.6 If an allegation is reported to the D/DSL, the D/DSL will keep the Head informed.

7.7 Where the Head or D/DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head OR D/DSL is the subject of the allegation or concern, the Head OR D/DSL must not be informed of the allegation prior to contact with the Chair of Governors and designated officer. Where the Chair of Governors is the subject of an allegation or concern, reports should be made to the Nominated Safeguarding Governor.

7.8 The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.)

7.9 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.

7.10 The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. 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.

7.11 The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and *KCSIE* when making a decision about suspension and make his/her recommendations to the Head. 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.

7.12 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.

7.13 The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.

7.14 The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe

the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

7.15 On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

7.16 The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

7.17 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.

7.18 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.

7.19 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.

8. LOW LEVEL CONCERNS

8.1 The school has a Low Level Concerns about Staff Behaviour Policy which can be found on the shared area: T:/Low Level Concerns about Staff Behaviour Policy (September 2021).

8.2 The safety and wellbeing of children in our school is dependent on the vigilance of all our staff and their prompt communication to the D/DSL or Head of any concerns, no matter how small, about any conduct by an adult which causes you to doubt that adult's suitability to work with or have access to children.

8.3 The school is conscious of its duty of care to pupils and will always act, including if alerted to the possibility of abuse arising from situations or persons outside the school setting. The notification and prompt handling of all concerns about adults is fundamental to safeguarding children. It helps to identify and prevent abuse and to protect adults against misunderstandings or misinterpretations. It also encourages openness, trust and transparency and it clarifies expected behaviours. Those

raising concerns or reporting allegations in good faith will always be supported, and adults in respect of whom concerns or allegations have been raised will not suffer any detriment unless the concern or allegation is found to be substantiated.

8.4 A low-level concern for this purpose is any concern, no matter how small and even if no more than a 'nagging doubt', that an adult may have acted in a manner inconsistent with the school's Code of Conduct or simply – even if not linked to a particular act or omission – a sense of unease as to the adult's behaviour particularly towards or around children.

8.5 The low level concern policy outlines process, procedure and training for all staff.

9. STAFF BEHAVIOUR POLICY/CODE OF CONDUCT

9.1 The School's Code of Conduct can be found on the School's website. The aim of the Code of Conduct 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.

10. SAFER RECRUITMENT

10.1 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.

10.2 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 Disclosures Policy and Procedure.

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

11. MANAGEMENT OF SAFEGUARDING

11.1 The School's DSL is Nat Baker who is a member of the leadership team.

11.2 In the absence of the DSL, please contact one of the Deputy DSLs.

11.3 The DSL and D/DSL's contact details can be found on the Key Contacts page at the start of this policy.

11.4   The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the governors to review and update the School's safeguarding policy. Where a pupil leaves the School, the D/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.

11.5   The DDSL regularly reviews 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.

11.6   The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time, the DSL and/ or D/DSL will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the school always has a 24-hour duty phone managed by a member of the SLT who can contact the DSL or D/DSL.

11.7   Full details of the DSL's role can be found at Annex A of *KCSIE*.

11.8   Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

12.   TRAINING

12.1   Induction and training are in line with advice from Children's Safeguarding Board.

12.2   All Staff

12.2.1   All new staff will be provided with induction training that includes:
- the Child Protection and Safeguarding Policy;
- the role and identity of the DSL and D/DSL's.
- the whole school Behaviour Policy
- Filtering & Monitoring training
- the staff 'Code of Conduct' including the School's Whistleblowing procedure and the IT acceptable use policy, staff/pupil relationships and communications including the use of social media
- the missing child, seniors and juniors, policies
- a copy of Part One of *KCSIE*
- School leaders and staff who work directly with children will also be required to read Annex B of *KCSIE (and Part five of KCSIE)*.

12.2.2   Copies of the above documents are provided to all staff during induction.

12.2.3   Temporary staff and volunteers in regulated activity will have child protection training;

12.2.4   Visitors and visiting staff will be supervised by a member of the School staff at all times and wear ID badges;

12.2.5 All staff supplied by other bodies will be made aware of the School's procedures, policy and the contact details of the DSL and his deputies.

12.2.6 Volunteers, including governors, will undergo checks commensurate with their work in the School and contact with the pupils.

12.2.7 All staff are also required to:

12.2.7.1 Read Part one 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 via in-school training. Staff will sign to say they have read and understood the updates and confirm by email.

12.2.7.2 Staff who have contact with children must also read Annex A.

12.2.7.3 Understand key information contained in Part one of *KCSIE*. The School will ensure staff understanding by in-school training with staff.

12.2.7.4 Receive training in safeguarding and child protection regularly, in line with advice from HSCB. Training will include online safety and harmful sexual behaviours. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.

12.2.7.5 Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via emails bulletins and staff meetings.

13. DESIGNATED SAFEGUARDING LEAD (DSL)

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

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

13.3 The D/DSL is trained to the same level as the DSL.

14. **OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES**

14.1 Dasha Nicholls is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. She is a member of the governing body.

14.2 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. There is a Governors Review meeting at least once in every Governors Meeting cycle for the academic year where Safeguarding procedures and policies are reviewed and a report submitted by the D/DSL team. The School draws on the expertise of staff, including the D/DSL, in shaping the School's safeguarding arrangements and policies.

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

15. **THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES**

15.1 **Teaching children how to keep safe**

15.1.1 The governing body ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHE 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.

15.1.2 Pupils are reminded regularly about online safety (particularly sharing images and content online) and required to read, understand (through advisor/tutor guidance) and sign an Acceptable Use Agreement on an annual basis in order to access the School's information technology services. Further information can be found in the Online Teaching and Learning Policy.

15.1.3 All staff should be aware of the risks posed to children by technology and the internet and should understand their role in preventing, identifying and responding to harm caused by its use.

15.1.4 Staff are required to complete Educare training on Online Safety. Staff are trained in the '4Cs' (Content/Contact/Conduct/Commerce).

15.1.5 St Chris has a clear policy on the use of mobile and smart technology, Pupil Mobile Device Policy and guidance. This reflects the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (ie. 3G, 4G and 5G). This access means some children, whilst at school, can sexually harass their peers via their mobile and smart

technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.

15.1.6 Internet safety is an integral part of the School's ICT curriculum and also embedded in PSHE and sex and relationships (RSE) education.

15.1.7 The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School uses Lightspeed Systems, Sonicwall and Nebula (Senso Cloud). 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 IT Acceptable Use Policy which also includes detail on the use of mobile technology in school (and accessing 3G and 4G technology on school premises) and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

15.1.8 Please refer to our specific On-line Teaching & Learning Policy with regards to how we keep our children safe when remote learning.

15.2 Looked After Children

15.2.1 The governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after/or previously looked after by a local authority.

15.2.2 Nat Baker is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

15.3 Arrangements for Visiting Speakers

Arrangements for Visiting Speakers can be found in our Visiting Speakers Policy.

15.4 External Lets

in line with KCSIE St Christopher School's Swimming School has a duty of care to safeguard all young people that utilise our facilities. Adhering to statutory guidance, all safeguarding concerns will be reported to our Designated Safeguarding Lead (DSL). The DSL will assess the nature of the concern and pass on the information to the appropriate person. For all non-urgent cases this will be the young person's current school. In the event of a serious concern being raised the DSL will seek advice from the Local Authority and/or the Police.

16. EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS

16.1 **Use of mobile phones and cameras**
The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Taking, Storing and Using Images of Children Policy.

16.2 **D/DSL for the EYFS**
The practitioner designated to take lead responsibility for safeguarding children in the early year's settings is Katie Wright.

16.3 **Duty to notify Ofsted**

16.3.1 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.

16.3.2 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.

Becky Hayes
Designated Senior Leader and Director of SEND
Amended September 2022 and approved by Governors 30 September 2022
Amended November 2022 with new LADO contact number
Amended March 2023
Amended June 2023
Amended September 2023 (June 2023 V2)
Approved by Governors 6 February 2024

SIGNS AND TYPES OF ABUSE

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. Types of abuse and neglect can be found in KCSIE (September 2023) Part 1.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or 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 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. The sexual abuse of children by other children is a specific safeguarding issues in education. 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:
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 deliberating 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); 'up skirting'; inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Neglect:
the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues:
behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via child-on-child abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic abuse; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

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 the sexual activity appears

consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. 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[i].

Child Criminal Exploitation (CCE):

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.   The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

So Called 'Honour Based' Abuse (HBA):

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.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation. 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.

Domestic Abuse:

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time. The definition is:

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a)   physical or sexual abuse;
(b)   violent or threatening behaviour;
(c)   controlling or coercive behaviour;
(d)   economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
(e)   psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here:
https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

General signs of abuse:
- Children who suffer abuse may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Many of the signs that a child is being

abused are the same regardless of the type of abuse. Anyone working with children or young people needs to be vigilant to the signs listed below.

- regular flinching in response to sudden but harmless actions, for example someone raising a hand quickly
- showing an inexplicable fear of particular places or making excuses to avoid particular people
- knowledge of 'adult issues' for example alcohol, drugs and/or sexual behaviour which is inappropriate for their age or stage of development
- angry outbursts or behaving aggressively towards other children, adults, animals or toys
- becoming withdrawn or appearing anxious, clingy or depressed
- self-harming or thoughts about suicide
- changes in eating habits or developing eating disorders
- regularly experiencing nightmares or sleep problems
- regularly wetting the bed or soiling their clothes
- in older children, risky behaviour such as substance misuse or criminal activity
- running away or regularly going missing from home or care
- not receiving adequate medical attention after injuries.
- <u>These signs do not necessarily mean that a child is being abused.</u> There may well be other reasons for changes in a child's behaviour such as a bereavement or relationship problems between parents/carers.
- In assessing whether signs are related to abuse or not, they need to be considered in the context of the child's development and situation.

Spotting the signs of physical abuse:
- All children have trips, falls and accidents which may cause cuts, bumps and bruises. These injuries tend to affect bony areas of their body such as elbows, knees and shins and are not usually a cause for concern.   Injuries that are more likely to indicate physical abuse include:

  Bruising
  o bruises on babies who are not yet crawling or walking
  o bruises on the cheeks, ears, palms, arms and feet
  o bruises on the back, buttocks, tummy, hips and backs of legs
  o multiple bruises in clusters, usually on the upper arms or outer thighs
  o bruising which looks like it has been caused by fingers, a hand or an object, like a belt or shoe
  o large oval-shaped bite marks.

  Burns or scalds
  o any burns which have a clear shape of an object, for example cigarette burns
  o burns to the backs of hands, feet, legs, genitals or buttocks.

- Other signs of physical abuse include multiple injuries (such as bruising, fractures) inflicted at different times.

- If a child is frequently injured, and if the bruises or injuries are unexplained or the explanation doesn't match the injury, this should be investigated. It's also concerning if there is a delay in seeking medical help for a child who has been injured.

Spotting the signs of neglect:
- Neglect can be difficult to identify. Isolated signs may not mean that a child is suffering neglect, but multiple and persistent signs over time could indicate a serious problem.
- Some of these signs include:
- children who appear hungry - they may come to school without lunch money or even try to steal food
- children who appear dirty or smelly and whose clothes are unwashed or inadequate for the weather conditions
- children who are left alone or unsupervised
- children who fail to thrive or who have untreated injuries, health or dental problems
- children with poor language, communication or social skills for their stage of development
- children who live in an unsuitable home environment, for example the house is very dirty and unsafe, perhaps with evidence of substance misuse or violence
- children who have taken on the role of carer for other family members.

Spotting the signs of sexual abuse:
- There may be physical signs that a child has suffered sexual abuse.
- These include:
- anal or vaginal soreness or itching
- bruising or bleeding near the genital area
- discomfort when walking or sitting down
- an unusual discharge pregnancy.
- Changes in the child's mood or behaviour may also cause concern. They may want to avoid spending time with specific people. In particular, the child may show sexual behaviour that is inappropriate for their age.
- For example:
- they could use sexual language or know things about sex that you wouldn't expect them to
- a child might become sexually active at a young age
- they might be promiscuous.

Spotting the signs of Child Sexual Exploitation (CSE):
- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;

- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.
- Potential vulnerabilities include: (Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.)
    o Having a prior experience of neglect, physical and/or sexual abuse;
    o Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
    o Recent bereavement or loss;
    o Social isolation or social difficulties;
    o Absence of a safe environment to explore sexuality;
    o Economic vulnerability;
    o Homelessness or insecure accommodation status;
    o Connections with other children and young people who are being sexually exploited;
    o Family members or other connections involved in adult sex work;
    o Having a physical or learning disability;
    o Being in care (particularly those in residential care and those with interrupted care histories); and sexual identity.
- More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017).

Spotting the signs of Child Criminal Exploitation (CCE)
- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- 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.

Spotting the signs of harmful sexual behaviour:
- It's normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.
- If you're unsure whether a child's sexual behaviour is healthy, Brook provide a helpful, easy-to-use traffic light tool.
  https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Spotting the signs of emotional abuse:

- There aren't usually any obvious physical signs of emotional abuse but you may spot signs in a child's actions or emotions.
- It's important to remember that some children are naturally quiet and self-contained whilst others are more open and affectionate. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child or are particularly unusual for their stage of development.
- Babies and pre-school children who are being emotionally abused may:
  - be overly-affectionate towards strangers or people they haven't known for very long
  - not appear to have a close relationship with their parent, for example when being taken to or collected from nursery
- lack confidence or become wary or anxious
- be unable to play
- be aggressive or nasty towards other children and animals
- family member being in prison
- Older children may:
  - use language, act in a way or know about things that you wouldn't expect for their age
  - struggle to control strong emotions or have extreme outbursts
  - seem isolated from their parents
  - lack social skills or have few, if any, friends
  - fear making mistakes
  - fear their parent being approached regarding their behaviour
  - self-harm.

Spotting the signs of domestic abuse:

- It can be difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around.
- Children who witness domestic abuse may:
  - become aggressive
  - display anti-social behaviour
  - suffer from depression or anxiety
  - not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

Spotting the signs of bullying and cyberbullying:

- It can be hard to know whether or not a child is being bullied. They might not tell anyone because they're scared the bullying will get worse. They might also think that the bullying is their fault. No one sign indicates for certain that a child's being bullied, but you should look out for:
- belongings getting 'lost' or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school

- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

Spotting signs of Serious Violence:
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 friendship groups or relationships with older individuals or groups
- a significant decline in performance
- signs of self harm or significant changes in wellbeing, or signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice can be found via the Home Office's 'Preventing Youth Violence' and its 'Criminal Exploitation of Children and Vulnerable Adults: County Lines' guidance.

Spotting the signs of child trafficking:
- Signs that a child has been trafficked may not be obvious but you might notice unusual behaviour or events.
- These include a child who:
  - spends a lot of time doing household chores
  - rarely leaves their house, has no freedom of movement and no time for playing
  - is orphaned or living apart from their family, often in unregulated private foster care
  - lives in substandard accommodation
  - isn't sure which country, city or town they're in
  - is unable or reluctant to give details of accommodation or personal details
  - might not be registered with a school or a GP practice
  - has no documents or has falsified documents
  - has no access to their parents or guardians
  - is seen in inappropriate places such as brothels or factories
  - possesses unaccounted for money or goods
  - is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
  - has injuries from workplace accidents
  - gives a prepared story which is very similar to stories given by other children.
  - There are also signs that an adult is involved in child trafficking, such as:
  - making multiple visa applications for different children
  - acting as a guarantor for multiple visa applications for children
  - travelling with different children who they're not related to or responsible for

- o   insisting on remaining with and speaking for the child
- o   living with unrelated or newly arrived children
- o   abandoning a child or claiming not to know a child they were previously with.

Spotting the signs of Female Genital Mutilation (FGM):
- A girl at immediate risk of FGM may not know what's going to happen. But she might talk about or you may become aware of:
- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin or an older female relative such as a mother or aunt
- missing school repeatedly or running away from home.
- A girl who has had FGM may:
  - have difficulty walking, standing or sitting
  - spend longer in the bathroom or toilet
  - appear withdrawn, anxious or depressed
  - have unusual behaviour after an absence from school
  - be particularly reluctant to undergo normal medical examinations
  - ask for help, but may not be explicit about the problem due to embarrassment or fear.

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 D/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 D/DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the D/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.

Spotting the Signs of Radicalisation or Extremism:
- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups

- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Forced Marriage:

Forced marriage will now take into consideration the raising of the legal age of marriage to eighteen years.

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 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 fmu@fco.gov.uk.

Radicalisation:

- As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.
- Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.
- The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.
- We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.
- Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.
- We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's

core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

- 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.

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

County Lines:

- County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

- Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

- Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

VULNERABLE GROUPS:

BOARDERS

1. <u>Additional Safeguarding Risk to boarders from Adults</u>
   The unique nature of Boarding may mean that a child is at a greater risk of contact with an adult in a position of power, and at times outside of the working day. We put rules in place around adults' access to boarding houses and child access to staff residential accommodation.

   Staff on duty follow strict guidelines around respecting boarders' personal space, knocking on doors and asking if they can open them, before doing so. (*Please see Boarding Staff Handbook for further information.*)

   The informal nature of adults working in a Boarding house means that house staff are at additional risk of placing themselves in a situation where the Staff Code of Conduct could be compromised. House staff and teachers know that if any such incident occurs, they must immediately self-disclose this to the safeguarding team, who will respond to the incident and also log it on the boarding Incidents log; this enables us to identify any concerning patterns of behaviour.

2. <u>Additional Safeguarding Risk of Child-On-Child Abuse</u>
   The unique nature of boarding may mean that children could be at greater risk of child-on-child abuse incidents as children share overnight accommodation. To reduce the risk of child-on-child abuse within the Boarding House pupils are reminded frequently about the importance of respecting each other's space. Boarders are moved when necessary, depending on the year group and gender to ensure, no two children share significant time together. Boarding Houses are supervised with Houseparents and House staff that live on site.

   Boarding Houses are secured overnight with unique entrance codes. The areas immediately outside the Boarding Houses are not to be used as gathering/socialising places, to protect boarders' privacy.

   Inappropriate sexual behaviour is covered in our Behaviour Policy.

3. <u>Additional risk of Online Harm to Boarders</u>
   Systems to monitor encrypted communications of all pupils, including boarders, for Safeguarding (eg. https Google searches) are also employed so users should not assume complete privacy. All suspicious searches are flagged via our filters, monitored and followed up on a regular basis.

   All pupils (day and boarders) must adhere to the ICT Acceptable Use Policy which covers harmful content that may already be downloaded outside of school. If such an incident is identified, the school will refer to this agreement and a full investigation will follow with possible disciplinary action will take place. Any pupil, including boarders, attempting to bypass our filters by using VPNs on our Wi-Fi system will be immediately flagged and the Director of Pastoral Care will meet with them.

Mobile phones and other devices are taken in at night and stored safely in a locked cabinet, with the exception of Year 11 to Sixth Form. However, House staff will take in devices from older year groups should the need arise. Mobile phones should not be visible during the working day; except at times stated in the mobile device policy.

4. <u>Education of Boarders on Safeguarding</u>
All boarders attend a Safeguarding presentation every half term delivered by a member of the Safeguarding Team or pastoral staff. This enables them to recognise behaviours from both adults and other children that are not safe and to give them the confidence to report any concerns they may have.

5. <u>Education of Boarding staff</u>
All boarding staff have bespoke training on safeguarding in boarding through our online education provider.

6. <u>Raise a Concern</u>
All boarders also have access to the poster boards around boarding house. This provides them with access to a number of different ways to get support should they have concerns or need support. These posters are posted prominently in houses. All boarders have access to an Independent Person (formerly known as an Independent Listener) who is available to speak to the pupils in person when in House and pupils can email the IP to arrange a meeting. All boarders complete a 'Safety of Boarders' survey annually. This is anonymous and enables us to identify any patterns or locations that may compromise the safeguarding of boarders.

7. <u>Gender Imbalance and Safeguarding of Boarders</u>
Although there is a gender imbalance currently, it is not hugely significant. Any report of sexual violence or sexual harassment is taken seriously; staff are however aware that it is more likely that girls will be the victims of Sexual Violence or Sexual Harassment and more likely it will be perpetrated by boys.

8. <u>Additional Risk of Sexual Relationships between Boarders</u>
As boarders are in school for longer periods than day pupils, and as they have more contact with one another during the week, there is an additional risk of a sexual relationship developing between boarders. Sex education, as part of relationships and sex education in secondary schools includes also the teaching about intimate and sexual relationships, including sexual health, healthy sexual relationships and mutual respect, personal privacy and gender stereotypes. It also includes what the law says about sex, relationships, consent and young people, as well as pornography, broader safeguarding issues and using technology. Pupils of the opposite sex are not permitted to visit the dorms.

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES:

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 disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;

• these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children; and

• communication barriers and difficulties in managing or reporting these challenges.

Children with Special Educational Needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges.

At St Chris we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place, for example the Head of SEND meets with the Senior Pastoral Lead and Head on a weekly basis to discuss any issues.

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 D/DSL as appropriate.

LESBIAN, GAY, BI OR TRANS (LGBT):

Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

CHILDREN WHO GO MISSING FROM SCHOOL:

A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in the Missing Child Policy. All unexplained absences will be followed up in accordance with this Missing Child Policy.

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:

a) fulfil its duty to identify children of compulsory school age who are missing from education; and

b) 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.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.

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.

JOB DESCRIPTION FOR DSL/DDSL

'The designated safeguarding lead should take lead responsibility for safeguarding and child protection.'

This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Any deputies should be trained to the same standard as the designated safeguarding lead.
Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.
The designated safeguarding lead is expected to:

Referrals
- Manage referrals
- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to 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 as required; and
- refer cases where a crime may have been committed to the Police as required.
- liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Liaise with ICT on matters involving Filtering & Monitoring.
- Update Head and Child Protection Governor

Training
In addition to the formal training, knowledge and skills should be refreshed:
- this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments at regular intervals, as required, but 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 intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

- 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 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;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- have a good understanding of relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Are able to understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to understand the unique risks associated with online safety – including filtering and monitoring - 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;
- are able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses;
- 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.
- be aware of pupils who have a social worker.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff.

Raising Awareness
- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the 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 local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers and the wider School community to share this commitment. The person appointed must be willing to undertake all regulatory checks including an enhanced DBS disclosure.

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

Designated Safeguarding Lead (DSL):
Becky Hayes T: 01462 650850
E: becky.hayes@stchris.co.uk

Deputy Designated Safeguarding Leads (DDSL):
Nat Baker
E: nat.baker@stchris.co.uk
Cordy Lewis
E: cordy.lewis@stchrisc.co.uk
Katie Wright
E: Katie.wright@stchris.co.uk
Marcia Bonanni
E: Marcia.bonanni@stchris.co.uk
Rebecca Simon
E: Rebecca.simon@stchris.co.uk

Alert the DSL or DDSL of the concern

↓

Submit concern using the School's MyConcern software

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DSL or DDSL reviews concern and makes a decision about next steps

The local authority Designated Officer for concerns about adults is:
Yvette Morello
T: 01992 555420

Contact Details
Social Care Referrals:
0300 123 4043.

Prevent/Channel Referrals:
T: 01438 735373
E: prevent@herts.pnn.police.uk

If the DSL or a member of SLT is unavailable, staff may take advice directly from social care

Decision made to monitor the concern.

Decision made to discuss the concern informally with the parents/carers

Decision made to refer the concern to social services *without parental consent*

Monitor **Discuss** **Refer**

↓

Relevant adult asked to monitor child and feedback to the DSLwithin an agreed timescale.

Monitor →

Once discussed with parents DSL may decide to discuss further with parents, monitor or refer to social care.

Refer →

DSL may review decision with another senior leader or the Head and agree to refer to social services or police

Record

DSL keeps concern in secure, confidential safeguarding file, stored on the MyConcern database.

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DSL informs Head and Designated Safeguarding Governor of referral made.

Education Support Helpline 08000 562 561

NSPCC Whistleblowing Helpline 0800 028 0285