

Safeguarding Policy

Independent Day School for Boys and Girls (Whole School including EYFS)

Our Lady of Sion School

Reviewed: 29/08/2018
To be reviewed annually
Next review: August 2019

Safeguarding Policy

This policy applies to all Our Lady of Sion pupils including those in Early Years Foundation Stage (EYFS).

Policy Statement

At Our Lady of Sion School, we are committed to safeguarding and promoting the wellbeing of each child in our care and we expect all staff and volunteers to share this commitment. We recognise that safeguarding is everyone's responsibility and seek to form positive working relationships with partner agencies and our Local Safeguarding Children Board. We aim to intervene at an early stage when concerns about a child are identified. This policy is aligned with policies and procedures set out by the West Sussex Safeguarding Children Board (WSSCB) and *Working Together to Safeguard Children (2018)*

All employees and volunteers are required to read and understand this policy in conjunction with Part 1 of the September 2018 version of *Keeping Children Safe in Education (KCSIE)* and Annex A, along with other school policies listed below.

- The Behaviour Policy (students)
- Staff Code of Conduct
- The role of the Designated Safeguarding Lead (DSL) – including the identity of the DSL and Deputy DSLs
- Whistleblowing Policy
- Acceptable use of ICT Policy
- E-Safety Policy

This policy is subject to continuous monitoring, refinement and audit by the school leadership team and Board of Governors. An annual review of the policy and implementation will be conducted.

This Safeguarding Policy aims to create a culture of vigilance with the understanding that there could be children in our school who are in need of early help or experiencing abuse, and we will always work in the best interests of the child. It is available to all parents and pupils via the school website and printed copies are available upon request from the School Office. Safer recruitment procedures operate and the Headmaster is trained in Safer Recruitment.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Safeguarding children's welfare encompasses matters such as bullying and health and safety, together with a range of other issues, e.g. arranging to meet the needs for children with a disability, (including any pupil with SEND or with an EHC plan), medical conditions, (including historical) mental health issues (including current or historical self-harm or body image issues), first aid, school security, drugs and substance misuse.

Child Protection is one part of safeguarding and promoting children's welfare and refers to the activity that is undertaken to protect children who are suffering or at risk of suffering significant harm (requiring immediate referral to Children's Social Care) as well as to children in need of early help and additional support in order to thrive (requiring inter-agency assessment).

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Scope of Policy

This policy is applicable to the whole school community, including the Headmaster, Governors, teaching staff (including those in a specialist setting such as peripatetic music teachers and sports coaches) non-teaching staff, volunteers and temporary non-employed staff.

When considering safeguarding issues, regard should also be given to linked policies: Recruitment, Selection and Disclosure; Health and Safety; Anti-Bullying; E Safety; Educational Visits; Complaints, Whistleblowing; Data Protection; Looked After Child (LAC); Prevent; Behaviour Policy.

Aims of Policy

The aims of this policy are to:

- Ensure that all staff know that safeguarding is everyone's responsibility and that the school should consider at all times what is in the best interests of the child.
- Provide pupils, parents and staff with clear guidance concerning procedures when safeguarding concerns are raised and know who to speak to should a pupil disclose to them an allegation of abuse.
- Emphasise the importance of early help and intervention including interagency working in order to support children and families, making use of such procedures as the common assessment framework (CAF) and 'team around the child' (TAC) meetings.
- Ensure staff are aware that any member of staff may raise a concern
- Raise awareness that safeguarding incidents could happen anywhere and that they "could happen here", and staff should be alert to possible concerns being raised in school.
- Raise awareness and provide guidance about the main categories of abuse and additional forms of harm that may affect children as included in Annex A KCSIE (September 2018).
- Ensure that there is a clearly understood procedure, following an allegation being made against the Headmaster or a member of staff.
- Foster an open environment in which all members of the school community feel free to raise concerns in good faith and be assured that such concerns will be responded to in an appropriate manner.
- Ensure that the curriculum includes activities and opportunities which equip our pupils with the skills they need to stay safe from abuse. This includes e-safety and knowing how to access help and support if necessary. This may include covering relevant issues through SRE, tutor-time activities and the assembly, Wellbeing and PSHE programmes.
- Establish a process for policy review and the effectiveness of implementation, including an annual review by governors.

Legal and regulatory requirements and links to other school policies

This policy has regard to legislation including *Keeping Children Safe in Education (Sept 2018) (KCSIE) including Disqualification under the Childcare Act 2006 and What to do if you're worried a child is being abused 2015, Working Together to Safeguard Children (2018) (WTSC)* and *The Prevent Duty Guidance: for England and Wales (2015), including The Prevent Duty: Departmental Advice for schools and childminders 2015 and The Use of Social Media for On-line Radicalisation (2015)*.

This policy is a stand-alone document, but should be read together with the following school policies where more detailed safeguarding arrangements and risk assessments specific to these areas are detailed:

- Alcohol and drugs Policy
- Anti-Bullying Policy
- E Safety Policy
- Looked After Children Policy
- Prevent Policy
- Recruitment, Selection and Disclosure and Procedure Policy
- Behaviour Policy (includes use of force, right to search)
- Whistleblowing Policy

This policy follows local and national guidance produced by the West Sussex Safeguarding Children Board (WSSCB).

Local procedures can be obtained from WSSCB:

<http://www.westsussexscb.org.uk/>

In line with the school's duty to actively promote the wellbeing of children in accordance with Section 10(2) Children Act, Our Lady of Sion School aims to ensure that attention is given in the following areas:

- Physical and mental health and emotional well-being;
- Protection from harm and neglect;
- Education, training and recreation;
- The contribution made by them to society
- Social and economic well-being

When one or more of the above outcomes for children are unmet, children may become vulnerable. We seek to promote these outcomes as an integral part of our responsibility to ensure the wellbeing of all those entrusted to our care. Staff should be mindful of these outcomes and must be prepared to refer concerns.

Management and Accountability for Safeguarding and Child Protection at Our Lady of Sion School

The Deputy Head Pastoral is the Designated Safeguarding Lead and has delegated responsibility for all safeguarding and child protection matters across the school. In his absence, the Deputy Designated Safeguarding Leads will deputise for him. The job description for the Designated Safeguarding Lead is found in Appendix 5.

The nominated School Governor with responsibility for monitoring safeguarding is **Dr Sue Coldwell**. She can be contacted via the School Office on 01903 204063. She meets with the DSL each term to talk through safeguarding updates and to discuss any Child Protection concerns where appropriate. The Governing Body receives and scrutinises the annual report on safeguarding matters from the Designated Lead in which names of pupils are not disclosed, enabling it to review how effectively the school is fulfilling its obligations under current legislation.

Three main elements to our approach to safeguarding:

Prevention (e.g. positive school atmosphere, a school culture where staff refer any welfare concerns at an early stage, where safeguarding has a high priority, effective PSHEE, E- safety and pastoral support are available to pupils and effective safeguarding 'umbrella' policies. Also integral is the understanding that anyone can harm a child and a vigilant culture to staff conduct).

The School regularly teaches its pupils about safeguarding, through the curriculum, assemblies, tutor-time programme and PSHEE, and at age-appropriate points. Our aim is to help children to assess and adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet, utilising guidance from, amongst other areas, the UK Safer Internet Centre: www.saferinternet.org.uk

and CEOP's Thinkuknow website:

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

We also keep parents informed about safeguarding issues through our Keeping Safe area on the Learning Platform and through our regular newsletters.

Safeguarding Update Briefings are shared with parents at Parents' Evenings to ensure that parents are kept up to date with current focus areas.

Protection (e.g. by following agreed procedures when a child is suffering or likely to suffer significant harm, ensuring staff are trained and supported appropriately and sensitively in safeguarding matters and ensuring the school has robust safer recruitment procedures which are fully applied).

Support (to pupils and staff, including those who are survivors of abuse) in all aspects of safeguarding to ensure there is an open culture in the school and children are listened to at all times. Young people are encouraged to share concerns as and when they arise and the school works together to foster a culture of speaking to an adult when there is a personal need or concern for another student.

Policy Review

The Governing Body undertakes an annual review of the School's Safeguarding Policy and Procedures and of the efficiency with which the related duties have been discharged. The Nominated Governor with Responsibility reviews the safeguarding procedures through termly meetings with the DSL – scrutinising the efficiency of implementation of the policy together with arrangements for communication with external agencies. The school will ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay once identified.

Safer recruitment and Single Central Register (SCR)

The school has a separate Recruitment, Selection and Disclosure Policy and Procedure. Disclosure and Barring Service (DBS) checks and other checks are carried out in compliance with KCSIE (September 2018) and Part 4 of the Independent Schools Standards Regulations (ISSRs).

As outlined in the school's Recruitment, Selection and Disclosure Policy, safeguarding induction is carried out for all new staff/volunteers and all staff are required to undergo Child Protection training, which is updated regularly in line with KCSIE and WSSCB requirements. Amongst other items, new staff/volunteers are provided at induction with a copy of KCSIE (September 2018) Part One and Annex A, the Safeguarding Policy, the Staff Code of Conduct, the Whistle-blowing policy, Acceptable Use of ICT policy, E-Safety Policy, Behaviour Policy, the safeguarding response to children who go missing from education, the role of the DSL (and deputies) including the identity of the DSL and deputies. At the start of every school year, we require all staff to sign and return a Safeguarding Checklist to confirm that they have read and understood these documents (see Appendix 8).

Internal and external appointments are made following the School's Safer Recruitment Policy. The school complies with the Disclosure and Barring Service (DBS) to ensure that no-one works within or on behalf of the school who is unsuitable to work with children. Our Lady of Sion School is committed to safeguarding and promoting the welfare of every pupil in its care and expects all staff and volunteers to share this commitment. In accordance with The School Staffing (England) regulations (2009), The Headmaster has received training in Safer Recruitment. Such training is valid for five years.

A Single Central Record (SCR) is held for all staff including peripatetic music staff, sports coaches and volunteers. These include identity, qualification, prohibition and health checks as well as at least two reference checks. The Central Register is reviewed regularly by the DSL, the Bursar and lead governor for safeguarding on behalf of the full Board of Governors.

All staff are checked for their suitability to work with children through the Disclosure and Barring Service (DBS) at Enhanced Level with barred list information.

Section 128 Directions and Disqualification under the Childcare Act 2006

The school must check that staff who are appointed to management positions from 12 August 2015 are not subject to a Section 128 Direction. This is carried out through the DBS barred list check, as long as it is clear when applying for a DBS what position has been applied for. This applies to the Headmaster, Governors, members of SMT and Heads of Department and where applicable to non-teaching staff.

Staff may become disqualified by association with others. Supplementary advice issued by DfE requires that schools may not employ staff who have been disqualified by association and who work with children in EYFS and up to the age of 8 years in before or after school care provision.

At Our Lady of Sion School, this applies to all employees, as they may have contact with younger children when Junior School children use the Senior School amenities. To identify people where the 'by association' rule may apply, the school has required such staff to provide relevant information about themselves and those living or working with them in the same household. This information is retained within a central file. Staff who fall into the 'by association' category may apply to Ofsted for a waiver but may not be used in any part of the school where there are children aged 8 and below until such waiver has been confirmed.

Key safeguarding Personnel and role of the DSL

All disclosures of harm or neglect, either actual or likely must be discussed with the DSL, or a Deputy DSL. Pupils, staff and parents should feel at ease to discuss any concerns relating to the welfare of a child with the DSL (or deputy) no matter how trivial these concerns may appear. It will always be important to consider any patterns of concern, which may illustrate a bigger picture. Staff are able to refer concerns directly to children's services if they feel that their concerns are not being taken seriously.

The DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. All deputy DSLs are trained to the same standard as the DSL. The ultimate **lead responsibility** for safeguarding and child protection remains with the DSL. This responsibility is not delegated.

The DSL or a deputy DSL should always be available to staff to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or Deputy) is not available, this should not delay appropriate action being taken. Staff should speak to a member of

the SLT and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

The job description for the role of DSL (and deputy) is given in appendix 5

Name	Role Title	Area of School	Contact Details
Mr Steven Jeffery	Designated Safeguarding Lead (DSL) (Deputy Headmaster Pastoral)	Whole school including EYFS	01903 204063
Mrs Anne-Marie Coe	Deputy Designated Safeguarding Lead (Deputy DSL) (Assistant Head - Pastoral)	Senior School	01903 204063
Mrs Emma Carmody	Deputy Designated Safeguarding Lead (Deputy DSL) (Senior Teacher – Pastoral)	Junior School	01903 204062
Mrs Tamara Pearson	Deputy Designated Safeguarding Lead (Deputy DSL) (Senior Teacher – Academic and Pastoral)	Junior School	01903 204062
Dr Sue Coldwell	School Governor with Safeguarding oversight	Whole School	Contact Karen Eley: 01903 228636
Mrs Katherine Henwood	Chair of Governors	Whole School	Contact Karen Eley: 01903 228636
Dr Orchard	Headmaster	Whole School	01903 204063

Safeguarding and Child Protection Meetings in school

A safeguarding meeting is chaired each week by the DSL in which the Safeguarding Team (which comprises DSL, Deputy DSLs and the Headmaster) discuss each live case and new welfare concerns, ensuring that sound and well-judged decisions are taken; to ensure consistency of approach and that support for DSLs is in place.

CPOMS entries are discussed and reviewed to ensure appropriate actions are in place regarding the current needs of the children in our care.

The Senior School Key Stage Co-ordinators Meeting (which comprises Key Stage Co-ordinators, Learning Support Leads and the Assistant Head Academic) is chaired by the Deputy DSL (Assistant Head Pastoral) on a weekly basis and meets to discuss safeguarding updates, Children Raising Concerns (pastoral/academic) and other items relating to a child's general wellbeing.

In the Junior School, members of staff share any concern with Emma Carmody (DSL) who in turn ensures that the Lead DSL (Steve Jeffery) is informed. EYFS concerns must be shared with Steve Jeffery (DSL) in the first instance. These concerns are discussed at the weekly DSL meetings and actions are agreed. If the concern is urgent, then action is taken immediately or as soon as possible depending on the nature of the issue.

There is also a half-termly Pastoral Review Group, which includes DSLs, Key Stage Co-ordinators and Learning Support Co-ordinators. This meeting looks more strategically at the safeguarding provision in the school, giving focus to ways in which we can prevent students from experiencing difficult situations and providing them with the skills and know-how to keep themselves safe. Wider pastoral matters are also discussed at the Pastoral Review Group meetings. Where there is need for early help prevention intervention, students are supported through the pastoral care team including the opportunity to meet with the school's "Wellbeing Advisor" who visits the school one day per week to discuss concerns with students.

Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime, and know that such concerns will be taken seriously by the SLT. The school has a separate Whistleblowing Policy. If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she must report it at once to the Headmaster (or to the Chairman of Governors where the concern relates to the Headmaster). Any concern will be thoroughly investigated under the school's whistleblowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be

informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No-one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it.

The **NSPCC Whistleblowing advice line is 0800 028 0285.**

E-Safety

Most of our pupils will use mobile phones, tablets and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to gain access to children in order to groom them for abusive activities.. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The School's e-safety policy explains how we aim to keep pupils safe in School. Cyber-bullying by pupils, via texts and emails, is treated as seriously as any other type of bullying and is managed through our anti-bullying policy (also see information on Peer-on-Peer abuse). As a school, we recognise the three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views.
- **Contact:** being subjected to harmful online interaction with other users; for example, adults posing as children/young adults.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes harm; for example, making, sending and receiving explicit images or online bullying

Opportunities to teach online safety will be carried out through the PSHE programme and within our tutor-time programme. We are aware of UKCCIS "Education for a connected World Framework", the guidance from the PSHE Association (www.pshe-association.org.uk) and the KS2 supportive resource, "Be Internet Legends" (Parent Zone and Google).

"Chatrooms" and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and we provide regular guidance through IT lessons, PSHE lessons, tutor-time activities and assemblies. All E-safety incidents are logged on CPOMS. The DSLs also provide safeguarding briefings to parents during Parents' Evenings relating to E-safety updates, Prevent Duty and CSE for example. Information is also provided on our "Staying Safe" area of the Learning Platform, which can be accessed by staff, children and parents. Our regular newsletters also signpost readers to safeguarding information. DSLs are updated regarding any concerns relating to new Apps and games. This information is shared with tutors, children and their parents through regular updates as and when the information arises.

Appropriate monitoring and filtering systems are in place and reports are analysed by the network managers. If anything untoward is found, the Deputy Headmaster (DSL)

is informed and he will investigate each report and respond accordingly. The school has a clear mobile phone/device policy and clear sanctions are in place for digital or cyber misconduct. Mobile phones are not permitted to be used in school, due to our concern regarding students accessing the internet (3/4G) outside of our internal monitoring/blocking systems. Students are permitted to keep phones (switched off) in their bags/lockers but may be asked by teachers to use in a lesson to aid learning.

Record keeping

Child Protection Records

DSLs keep accurate and up to date records of child protection concerns and ensure the security of information. Records are maintained in the Junior School (including EYFS) and in the Senior School through CPOMS and these are reviewed each week at the Safeguarding Meeting (DSLs) or sooner if necessary.

Child Protection hard files are held in the locked Child Protection filing cabinet within the DSL's office.

The child protection files, both hard copies and electronic, are confidential and are not accessible by pupils, parents or staff. The Safeguarding Team and the Headmaster are the only staff who have access to these records.

These records are also made available to the Independent Schools Inspectorate when inspecting the school, in accordance with part 6 of the Independent Schools Regulations 2014.

Welfare Concerns

Welfare concerns can and must be raised by any staff, using CPOMS (see Appendix 3) and they are an essential part of the early identification of safeguarding concerns and unmet needs. After submitting the concern to one of the DSLs, the Safeguarding Team, which includes the DSL, discuss the concern together and agree an action plan. If a member of the Safeguarding Team carries out actions to support the child without first informing the DSL, the person working on the case will ensure that the DSL is informed/updated as soon as possible. The DSL and Safeguarding Team work with other pastoral staff where appropriate and always with the best interests of the child in mind (Key Stage Coordinators, Form Tutors, Assistant Heads and the wellbeing advisor) to ensure that the most appropriate course of action/support is in place. Outcomes of the actions are reviewed to ensure that the situation has been/is being resolved.

Serious concerns about pupils will be discussed at weekly DSL meetings of the Senior Safeguarding Team where a course of action will be agreed. Where appropriate, concerns may also be discussed at the weekly meeting of the Key Stage Co-ordinators Group. Concerns of a significant nature (actual or likely) will always be acted upon immediately.

Pupil Transfer Records

The Admissions Registrar writes to the Head Teacher of any school from where a pupil transfers, to specifically request that the school is alerted to any child protection issues relating to a pupil. This is to ensure that records are not lost and concerns are passed on upon transfer between schools. The Registrar will alert the DSL to concerns and where no reply has been received from a feeder school, arrangements will be made to confirm if such a file about a child exists. Whilst, among other obligations, the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Where children leave the school, the DSL should ensure that the child protection file is transferred to the new school/college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. This should be transferred separately from the main pupil file. In addition to the CP file, the DSL should also consider if it would be appropriate to share any information with the new school/college in advance of a child leaving.

Attendance and School Roll

In the Senior School and Sixth Form, Form Tutors, Key Stage Co-ordinators and DSLs are required to monitor attendance closely and contact parents where attendance is a cause for concern. Such cases would normally be raised with the Key Stage Co-ordinators at the weekly meetings with the Deputy DSL (Pastoral Care). In the Junior School (including EYFS), class teachers are required to monitor attendance and share any concerns with Mrs Emma Carmody and/or Mrs Tamara Pearson, Senior Teachers (Pastoral) for Juniors and EYFS and Deputy DSLs. Cases of truanting must always be taken seriously in recognition that children become vulnerable when they are not in school and such cases must always be referred to the DSLs. **All attendance issues must be brought to the attention of the DSL.**

Any pupil whose attendance falls below 90% during the course of a full school term may be referred to the Education Welfare Unit of the Local Authority in which the pupil resides. Such action will be taken by the DSL or Deputy DSLs. **Clearly, each case will be judged on individual circumstances, as there may be a reasonable explanation for such absence.**

It is our practice to engage with parents and students when attendance is a concern. To initially find the reason for absence is crucial to safeguarding, and subsequently (where needed) Individual plans are devised to aid the student in returning to school when a student finds it emotionally difficult to attend.

The admission register must contain:

- Full name;
- Sex;
- Name and address of parents;
- Telephone number of parents;
- Date of birth;
- Date of admission and readmission, and
- Name of last school attended

The name of the pupil must be included in the register from the beginning of the first day of the pupil's attendance at school.

A pupil will be removed from the admission register if they fail to return from a leave of absence exceeding 10 school days as long as the school and the Local Authority have failed to ascertain where the pupil is.

A pupil may be deleted from the admission register where they have been continually absent without authorisation or 20 school days as long as there are no grounds for such absence such as illness.

Child Missing in Education

The latest statutory guidance is found at this link:

<https://www.gov.uk/government/publications/children-missing-education>

If a pupil is withdrawn from the school having not reached the normal date of transfer, due for example to a family relocation or any other reason, every effort will be made to identify the new address and the school to which they are being admitted so that the pupil's educational records may be sent to the receiving school without delay. If the parent/carer fails to provide this information, a referral will be made to the Local Authority in which the pupil was last known to reside within 10 working days.

In addition, the school will alert the Local Authority in the following cases:

- Where the child is removed from school to be home educated;
- Where the family has apparently moved away;
- When a child has been certified as medically unfit to attend;
- When the child is in custody for more than 4 months, or has been permanently excluded.

If children go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their ongoing missing in future, we will:

- (Where reasonably possible) hold more than one emergency contact number for each pupil
- Follow the statutory guidance at “Children Missing Education” <https://www.gov.uk/government/publications/children-missing-education>
Refer to general information and advice in the Government’s “missing children and adults strategy” <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

Visitors, Identity Checks and ID Badges

All visitors are required, on arrival, to sign in at the School Office in the Senior School and the Junior School. Visitors will always be issued with a visitor’s badge. Visitors must remain under the supervision of a member of staff at all times and be escorted back to the School Office, where the badge must be returned and the visitor signed out.

Any person who is visiting the school to work directly with young people on a ‘one off’ activity must have his/her identity checked or verified by the person hosting the event and may not be left unsupervised with children. All visitors deemed to be working in ‘regulated activity’ must undergo full vetting checks, which must be documented within the Single Central Register of appointments before they are permitted to work alone with children. Until checks have been satisfactorily completed, such visitors must be supervised at all times.

‘Prevent’ requires that all visiting speakers, whether invited by staff or pupils, are suitable and are properly supervised. Whenever it is proposed to use the services of a visiting speaker, they must be risk assessed and permission must be sought from the DSL in his capacity as Single Point of Contact for ‘Prevent’.

All staff must wear ID badges. In the case of a forgotten badge a temporary badge should be signed out from the School Office.

Foreign Exchange Visits

When organising Foreign Exchange visits, the organiser must ensure that reasonable steps have been taken to safeguard pupils at Our Lady of Sion School. For visiting pupils, it is a requirement that host families are appropriately checked and that reciprocal arrangements are in place for children from the school on foreign exchanges. Such steps should be made explicitly clear in the risk assessment and discussed with the DSL, who must subsequently authorise the risk assessment before final authorisation by the Headmaster.

When arranging a homestay here in the UK for any visiting children from our visiting schools, we will consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay. We will obtain a DBS

enhanced certificate with barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but where criminal record information is disclosed it will also allow the school to consider whether the adult would be a suitable host for a child. In addition to those engaging in regulated activity, we will consider whether it is necessary to obtain a DBS enhanced certificate in respect of anyone aged 16 or over in the household where the child will be staying.

It is not possible for schools to obtain criminality information from the DBS about adults who provide homestays abroad. We will therefore liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. We will satisfy ourselves that the arrangements are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. Parents will be made aware of the agreed arrangement. If we require further information, we will contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.

For further guidance please refer to the Singleton Report 2009 (paragraph 46-54). You can find this information at the following link:

<http://dera.ioe.ac.uk/9818/1/DCSF-01122-2009.pdf>

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers, to inform the school. However, the school is required to identify those people who hold parental responsibility as defined by the Children Act 1989.

Our Lady of Sion School staff must notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered, with particular regard to parental responsibility.

Third party groups

The Safeguarding Policy will be brought to the attention of organisers of third party groups using school facilities as it also applies to them. Voluntary sector groups that operate within the School, provide off-site services to our pupils, or use the School facilities, will be expected to adhere to this Safeguarding Policy.

Use of Mobile Devices in Early Years Foundation Stage Setting

A 'mobile device' may be a phone, Ipad, Ipod or Iphone, Blackberry or any form of hand held phone, tablet or laptop with the facility to take photographs and transmit them electronically and/or to hold conversations or personal video recorders and cameras.

Staff may bring personal mobile devices for their own use but these must not be used to contact parents or carers. Staff must ensure that their personal devices do not contain inappropriate or illegal content. All mobile devices must be kept in safe areas outside the setting throughout contact time with children. This includes all staff, parent helpers and students.

Parents are not allowed to use their mobile devices within the EYFS setting and there are notices informing visitors of this on all the entry points.

Personal mobile devices cannot be used to record classroom activities – only school property can be used for this purpose. Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements. These form an effective record of a child's progression in the Early Years Foundation Stage. However it is essential that photographs are taken and

stored appropriately to safeguard the children in our care. Images can only be transferred to and stored on a school computer to be printed. Parental consent is sought for photographs to be taken or published i.e. on the school website or in publications.

During trips and visits - school provided mobile phones and cameras should be used. A member of staff may take his/her personal device but only for the purposes of contacting school.

What is child abuse and how to recognise it?

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. Abuse can take place wholly online, or technology may be used to facilitate the online abuse. Children may be abused by an adult or adults or by another child or children.

Recognising child abuse is not easy and it is not our responsibility to decide whether or not a child has been abused. Staff do, however, have a responsibility to pass on any concerns they may have and if they are not happy with the action taken to raise such a concern with the DSL.

If staff continue to remain dissatisfied, then they must raise their concern with the Headmaster.

Categories of abuse

There are four main categories of abuse as defined in KCSIE (September 2018) and *Working Together to Safeguard Children 2018*. These are as follows:

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

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

corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 forms of abuse

In addition to the four main categories above there are specific types of harm to children, which staff must always consider. This list is not exhaustive as types of specific harm may not fit an obvious pattern. Information regarding these forms of abuse is also given in Annex A of KSCIE 2018. Pages 86 and 87 of KCSIE 2018 provide a wealth of useful links relating to the following specific forms of abuse.

If staff have any concerns about a child's welfare, they should act on them immediately. They should follow the school's safeguarding policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds

<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

and 12-17 year olds.

<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

<https://helpwithchildarrangements.service.justice.gov.uk/>

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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

Child sexual exploitation

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. Like all forms of child sex abuse, child sexual exploitation:

can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;

- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child 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.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral

Mechanism 98 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

<http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/uk-human-trafficking-centre/national-referral-mechanism>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

<http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

<http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices

such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to 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. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (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 in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Where to get help when concerned about FGM

If you are concerned that a girl is a risk of FGM this must be shared with the Social Care Referral & Assessment Team and/or the Police.

POLICE: 101 or in an emergency 999

MASH: 01403 229 900

OUT OF HOURS DUTY TEAM: 0330 222 6664

Further Advice/Information/Support:

[NSPCC](https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm) (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm>)

FGM Helpline: 0800 028 3550

FEMALE GENITAL MUTILATION HELPLINE: 0800 028 3550

[FORWARD](http://forwarduk.org.uk/key-issues/fgm) (<http://forwarduk.org.uk/key-issues/fgm>)

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco@fco.gov.uk

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/470088/51859_Cm9148_Accessible.pdf

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. 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 designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers

childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue

<https://educateagainsthate.com/>

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

<https://www.gov.uk/government/publications/channel-guidance>

http://course.ncalt.com/Channel_General_Awareness/01/index.html

What do I do if I have a concern?

If you have any concerns about an individual possibly being drawn into or supporting terrorism, discuss this with your DSL. If this is not possible, or if, having considered the case, you still believe there may be grounds for a Channel referral, contact MASH to discuss the case:

Referring to the MASH:

Request for support E-Form: <https://sussexchildprotection.procedures.org.uk/>

Email: MASH@westsussex.gcsx.gov.uk

Telephone: 01403 229 900

Out of Hours: 0330 222 6664

Or

Sussex Police Prevent Team:

Telephone: 101 | Ext. 531355

Email: prevent@sussex.pnn.police.uk

Alternatively, if you have any questions about Prevent, including whether a Channel referral is appropriate, you can discuss it with:

Local Channel Panel Chairs

For West Sussex excluding Crawley:

Beverly Knight

Community Safety and Wellbeing, WSCC

Telephone: 0330 222 4223 | Mobile: 0789 458 9071

Email: Beverly.knight@westsussex.gov.uk

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals

In the event of disclosures about child on child abuse, all children involved, whether perpetrator or victim, will be treated as being 'at risk'.

A bullying or sexting incident for example will be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. Other examples may include gender issues which may be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Any such abuse which puts children at significant risk will be referred to local agencies and will not be passed off as 'banter' or 'part of growing up'.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation of such allegations and the appropriate school or setting's anti bullying policy, Behaviour and discipline policies, including sanctions, will apply.

Further information can be found in **UKCCIS Guidance: Sexting in Schools and Colleges, responding to incidents, and safeguarding young people (2016)**

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/55157/5/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

What is Sexual violence and sexual harassment?

Sexual violence It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. 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.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the normal referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

<https://www.disrespectnobody.co.uk/consent/what-is-consent/>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>

<https://www.childnet.com/our-projects/project-deshame>

Self Generated Indecent Images (SGII/"Sexting")

Staff should be aware that incidents of SGII's being sent or received are becoming increasingly common and that when a child sends such images they may be breaking the law and leaving themselves vulnerable to exploitation by third parties. In addition there is increasing evidence that such activity may result in depression, self-harm and in extreme cases, even suicide.

In all such cases, the E-Safety Policy will be followed and a risk assessment conducted. However such incidents will always be treated as a safeguarding concern.

The West Sussex Safeguarding Children Board has brought together invaluable resources to support parents, children and teachers in the area of SGI (Sexting). These can be found at the following link:

<http://www.westsussexscb.org.uk/professionals/additional-resources-for-education-voluntary-sector-and-early-years/additional-resources-for-schools-and-educational-settings/cse-sexting-and-e-safety-resources-for-schools/>

Preventing Peer on Peer Abuse

As a school we will minimise the risk of allegations against other pupils by:

- providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- delivering targeted work on assertiveness and keeping safe to those children identified as being at risk

- developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against student by other students in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Professionals must decide in the circumstances of each case whether or not behaviour directed at another child should be categorised as abusive or not. It will be helpful to consider the following factors:

- relative chronological and developmental age of the two children (the greater the difference, the more likely the behaviour should be defined as abusive)
- a differential in power or authority (e.g. related to race or physical or intellectual vulnerability of the victim)
- actual behaviour (both physical and verbal factors must be considered)
- whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation
- physical aggression, bullying or bribery
- the victim's experience and perception of the behaviour
- the possibility the abuser is, or was, also a victim
- attempts to ensure secrecy
- an assessment of the change in the behaviour over time (whether it has become more severe or more frequent)
- duration and frequency of behaviour.

Trafficking:

Trafficking of persons means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms.

Particularly Vulnerable Children:

Staff and volunteers need to be particularly vigilant with regard to certain children:

- Children Subject to a Child Protection Plan: any incidents or concerns involving these children must be reported immediately to the allocated Social Worker;
- Looked After Children: any incidents or concerns must be brought to the notice of the DSL
- Children living in a household where violence is an issue: any pastoral concerns must be referred to the appropriate DSL

In addition, extra support and protection may be required for children who are vulnerable by virtue of disability, mental health issues, homelessness, refugee/ asylum seeker status, alcoholism or substance abuse within the family, as well as those who are young carers or who have English as a Second Language.

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

What will the local authority do?

The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;

- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

The referrer should follow up if this information is not forthcoming. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves

Steps to be taken if there are concerns about the wellbeing of a child or that they are suffering or are likely to suffer significant harm

The following procedures must be followed in all cases:

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local authority's referral process - (see the flow chart on the following page).

It is important to remember that:

- it is not a member of staff's responsibility to carry out any form of investigation.
- if there is a risk of *immediate serious harm* to a child and it is not possible to report to the DSL, then any member of staff can make a direct referral to Children's Services immediately. Relevant contact details are below. The DSL, or Headmaster, must also be informed as soon as possible. Any person can make a referral to social care should the need arise and this policy does not constrain a person from exercising such judgement

Making a Child Protection referral to Children's Social Care

If you are a professional worker with information or concerns about a child you should inform West Sussex County Council's MASH during office hours on the numbers below.

Telephone: 01403 229900

Or email: MASH@westsussex.gcsx.gov.uk

Or complete the Referral Form (see Appendix 2)

The **out of office** hours (5pm – 8am weekdays) and 24-hour emergency number on weekends and bank holidays is **0330 222 6664**, or email MASH@westsussex.gcsx.gov.uk ensuring that you put in the subject box: **ALERT FOR EDT**

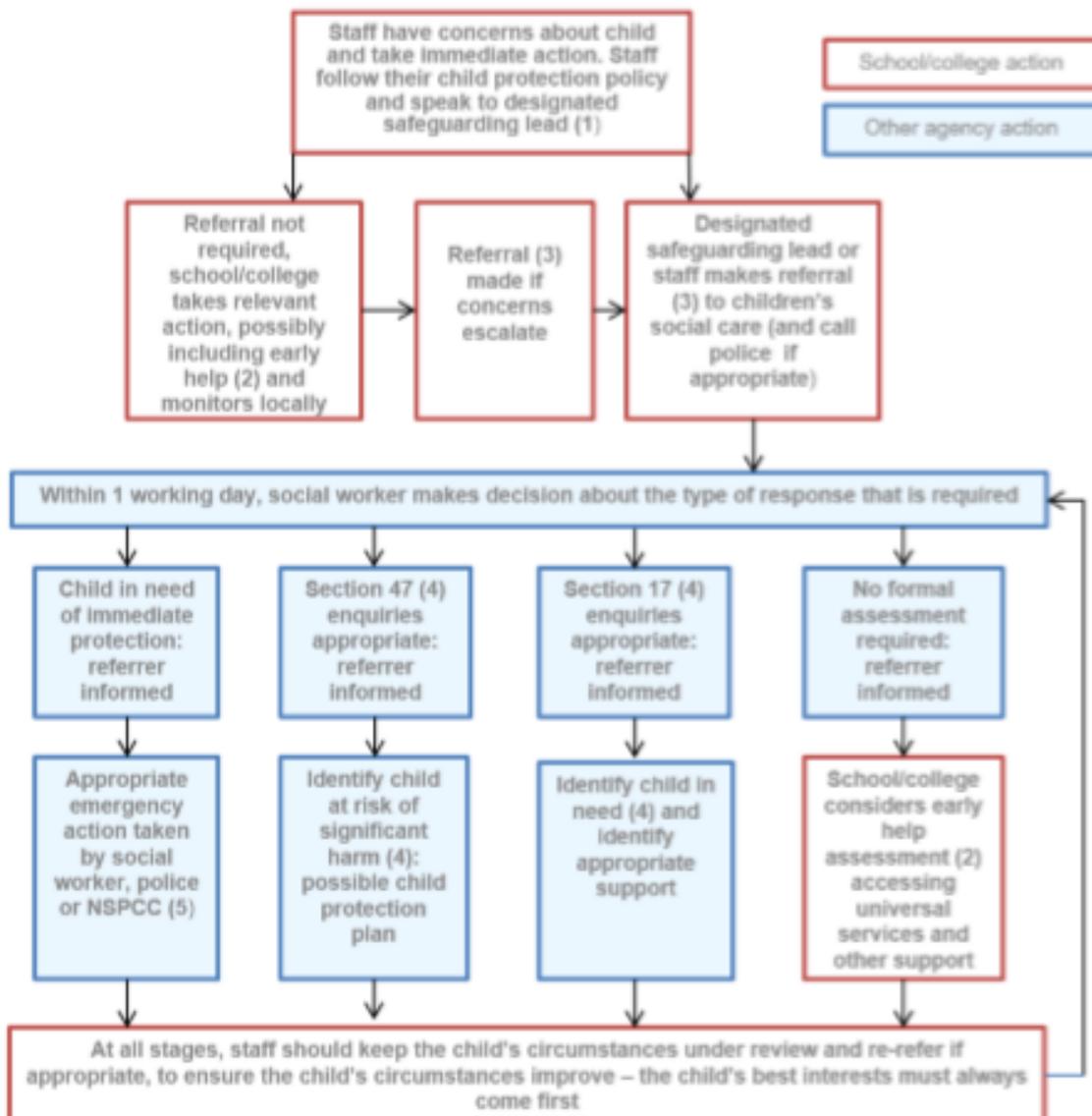
When you contact the MASH they will take full details of the child and your concerns and will either:

- Provide advice and information, or
- Direct you to an appropriate team or organisation, or
- Make a formal referral to the social care team

You should confirm your referral in writing within 24 hours.

If you have doubts about making a referral, please consult your DSL or Deputy DSLs.

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

If you have a concern about a Pupil from Our Lady of Sion Senior School

Such a concern must be reported to Steve Jeffery (DSL Senior School) or to Anne-Marie Coe (Deputy DSL Senior School).

If you have a concern about a Pupil from Our Lady of Sion Junior School

Such a concern must be reported to Emma Carmody or Tamara Pearson (Deputy DSL Junior School) or to Steve Jeffery (DSL)

EYFS concerns must be reported to Steve Jeffery (DSL) in the first instance.

Early Help

Integrated Prevention and Earliest Help (IPEH) Services

IPEH is a range of coordinated services for children and families from 0-25 years old. With the IPEH service, there is a “whole family approach to support a child. If early help is appropriate, the DSL will generally lead on liaising with the agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children’s care for assessment to statutory services, if the child’s situation does not appear to be improving or is getting worse.

If you have a general welfare concern about a pupil:

A general welfare concern can be defined as being where a pupil is failing to achieve one or more of the outcomes for children as outlined by Section 10(2) Children Act 2004 as described above and where significant harm is unlikely to be an immediate issue. It includes where a child may be failing to achieve at school owing to an unmet learning need.

Staff must be prepared to report concerns no matter how small these concerns may appear, because providing early help is more effective in promoting the welfare of children than reacting later. Serious concerns about pupils will be discussed at weekly meetings of the Senior Safeguarding Team and a course of action decided upon accordingly. Concerns may also be discussed at the weekly meeting of the Senior Key Stage Co-ordinators. Such a welfare concern may result in an early help assessment and staff should be aware that children may be at increased need of early help if they are a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence; □ has returned home to their family from care and/or
- is showing early signs of abuse and/or neglect.

The school adopts a **WARM** approach when dealing with each welfare referral:

- **Welfare** referral submitted via CPOMS
- **Assessment** by DSL
- **Resolution** (No action, continued monitoring, CAF/TAC, referral to the Early Help panel or referral to MASH)
- **Monitoring** (until it is deemed that the referral can be closed).

Usually welfare issues are resolved quickly and sensitively through discussion with the pupil and/or parent.

Procedure:

If there is a welfare concern about a pupil, no matter how small, this must be reported at the earliest opportunity to the DSL or Deputy DSL using CPOMS. The Deputy DSL will always keep the DSL alerted. All verbal conversations should be promptly recorded and referred to the DSL by the above means.

The DSL will review the concern and will grade it according to the West Sussex Safeguarding Children Board threshold guidelines found here:

<http://www.westsussexscb.org.uk/wp-content/uploads/WS1953-Threshold-Guidance-2016-May-FINAL.pdf>

- **Level 1 Universal** – Personalised universal services meet needs of family members. Enhanced universal services may be required to prevent escalation of need
- **Level 2 Early Help** – Additional needs are met by enhanced universal and targeted services working together with family. Early Help assessment and plan not required but can be used.
- **Level 3 Targeted Early Help** – Multi-agency approach is required using Early Help assessment and plan. A lead worker and TAF work in partnership with the family to respond to need.
- **Level 4 Specialist** – Specialist and high level assessment and support which often involve statutory process. Multi –agency TAF led by the specialist worker in partnership with the family.

(**TAF** – Team Around the Family)

Children may enter any level at any age or stage of development and may move between levels as their circumstances and needs change.

In most cases it is anticipated that following the assessment a single agency approach will be sufficient to resolve the concern and the school will normally aim to contact the parents/guardians at an early stage in an attempt to work together to address the concern.

Where a welfare issue remains unresolved or where it is clear that there are additional unmet needs or that a multi-agency approach will be required, the School will consider gaining consent from the family and pupil to begin to liaise with the MASH in exploring multiagency support of the family where possible.

Consent to share information with other professionals should be gained from a parent unless:

- There is evidence that a child is suffering or likely to suffer significant harm.
- There is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.
- There is a need to share information to prevent significant harm from arising to a child.

Where the assessment is that the situation is not improving despite the use of early help assessments, a referral to the Early Help panel may be deemed necessary, which should be made through the Multi-agency Safeguarding Hub (MASH).

Consent of the parents is required for referral to the Early Help.

Where the assessment is that the concern no longer exists because steps have been taken to successfully address the concern, the case will be closed but all information shall remain in the child's file.

If you notice physical injuries in areas associated with non-accidental injury and these injuries were not sustained during school time/activities -

- Most injuries sustained by pupils will have a perfectly adequate explanation but they must be investigated.
- Colleagues should be vigilant to any noticeable physical injuries which a pupil sustains and discretely question the pupil in order to discover their cause.
- The injury should be referred using the Welfare Referral Form via CPOMS and the explanation for the cause of the injury triangulated with parents.
- The DSL will discuss with Children's Services and jointly decide whether or not further action is required and, if so, what action to take.
- If referral is considered appropriate, the referral will be made through the Multi-agency Safeguarding Hub (MASH).

- If referral is not considered appropriate, the DSL will monitor the situation and ensure that the Pastoral Register records are maintained.
- In cases which are not clear-cut, the DSL will contact the Multiagency Safeguarding Hub (MASH) for a consultation. This can be done without disclosing the identity of the child.
- All records are strictly confidential and will only be disclosed to colleagues on a need to know basis.
- If it comes to light that a pupil has been physically assaulted by a parent/guardian, even if there are no obvious or visible injuries, then this information must be passed directly to the DSL who will seek advice from the Multi-agency Safeguarding Hub (MASH).
- If it is thought a child is in serious danger, the police must be informed immediately through the DSL and/or Head.

If a child makes an allegation of abuse

If a pupil volunteers information about abuse, it will be important to listen to the child and to accurately record what the child is saying.

Staff are advised that interviews with pupils should take place in rooms with visual access.

It is acceptable for the pupil to have someone else present if they so wish. If the child insists on speaking alone, it is vital to let a colleague know that the interview is taking place.

It is important that leading questions are not asked, which might convey to the pupil preconceived ideas about what might have happened (e.g. 'Did he/she do x to you?').

It is also important that the child is made aware that information cannot be kept secret as other members of staff will have to be involved, e.g. the DSL.

A written note of the discussion, using the actual words of the child where possible, must be made as soon as possible after the interview. These notes must record date, time and place and should be given to the DSL as soon as possible.

If a referral is considered appropriate, the referral will be made via the DSL to Multiagency Safeguarding Hub (MASH).

Before such a referral is made, the parents of the pupil would usually be informed; it must also be explained to them their consent for referral is **not** being sought. In the case of suspected sexual abuse, fabricated or induced illness, or when a child is believed to be in danger of significant harm, the parents **must not be informed** that a referral is being made. In the case of serious harm the police will be informed from the outset.

If an incident occurs outside of school hours, but while the pupil is in the care of the school (e.g. a school trip), then the DSL should be contacted as soon as possible.

If you suspect abuse by one or more pupils against another (peer-on peer abuse)

In the event of disclosures about child-on-child abuse, all children involved, whether perpetrators or victims, will be treated as being 'at risk'. A bullying or sexting incident for example will be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. Other examples may include gender issues that may be prevalent when dealing with peer-on-peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Any such abuse that puts children at significant risk will be referred to local agencies and will not be passed off as 'banter' "just having a laugh" or 'part of growing up'. A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation of such allegations and the appropriate school or setting's Anti-bullying policy, Behaviour and discipline policies, including sanctions, will apply:

In the event of physical or emotional abuse of one pupil by another, it will be taken seriously and dealt with through the school's Anti-Bullying Policy.

If there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm as a result of such abuse, the school will refer its concerns to the Multi-agency Safeguarding Hub (MASH).

In the case of suspected abuse by siblings, the relevant Designated Safeguarding Lead must be informed. An assessment will be made and advice may be sought from the Multi-agency Safeguarding Hub (MASH), often without the need to disclose details of the child.

The child's parents will be informed at the earliest opportunity.

In all matters of sexual abuse then the school will refer its concerns to the Multiagency Safeguarding Hub (MASH).

Staff should be aware that such abuse mentioned above may include sexting, banter, sexual assaults and gender based issues. Further information is given in the "Specific Forms of Abuse" section of this policy

Staff should be aware that certain groups of children may be especially vulnerable e.g. children who are young carers or who have SEND including children with Autistic Spectrum Disorder.

If you become aware that a pupil may be privately fostered

Private fostering is when a child under the age of 16 (or under 18 if the child is disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. 'Close relatives'

are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

People become private foster carers for all sorts of reasons. Private foster carers can be a friend of the child's family, or be someone who is willing to care for a child of a family they do not know. It is not a private fostering arrangement if the placement was made by a social worker who has intervened on behalf of the local authority.

Examples include:

- A child from overseas who is sent to live with a family in this country for health care or education.
- A teenager living with a friend's family because of a breakdown in relationship with their own family.
- Teenagers living with the family of a boyfriend or girlfriend.
- A child staying with friends because their parent is in hospital and there is no one else to look after them.
- Children living with a family as a result of parental separation or divorce.

The duties of local authorities (LA) in relation to privately fostered children are laid out in Part IX of the Children Act 1989. The Act places a duty on parents and private foster carers to notify the local authorities of a private fostering arrangement. It also states that the local authority has a responsibility to satisfy itself that the child is being safeguarded and their welfare promoted, and that their carers are given appropriate advice and support.

If an adult is aware that a child may be privately fostered then they must inform the DSL.

If you suspect a pupil may be vulnerable to radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on the school to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty).

Staff should be aware of national and local threats, including International Terrorism, Northern Ireland-related terrorism and Extreme right-wing terrorism.

Channel is a national Home Office Safeguarding project, which aims to prevent children and adults from being drawn into violent radicalisation or becoming involved in terrorist related activity.

It uses a multi-agency approach with existing collaboration between local authorities, statutory partners, the police and the local community to:

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk
- Develop the most appropriate support plan for the individual concerned.

Any behaviour or comments which may give cause for concern should be referred to the DSL using the Welfare Referral Form and the School Prevent Policy must be followed.

An in-school assessment would normally then take place prior to deciding to refer to Channel, although advice may be sought from Channel prior to deciding whether to make a referral. In any case the pupil would be monitored for an agreed period of time following the initial referral.

Channel will find any information useful which establishes:

- Engagement with a group, cause or ideology;
- Intent to cause harm; and
- Capability to cause harm.

If you have any concerns about an individual possibly being drawn into or supporting terrorism, discuss these first with your DSL. If this is not possible, or if, having considered the case, you still believe there may be grounds for a Channel referral, contact any of the following to discuss the case:

Telephone: Sussex Police Prevent Team: 101 | Ext. 531355
Email: prevent@sussex.pnn.police.uk

Or Local Channel Panel Chairs For West Sussex:

Beverly Knight,

Better, Communities, WSCC (0330 222 4223 | 0789 458 9071
beverly.knight@westsussex.gov.uk

DfE Helpline

If you are concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism, contact the DfE helpline.

Open Monday to Friday from 9am to 6pm (excluding bank holidays).

Email counter.extremism@education.gsi.gov.uk

Telephone 020 7340 7264

In all cases, if you have a concern about poor or unsafe practice or you feel that the safeguarding policies and procedures are not working then you must speak with the DSL or the Headmaster.

You should expect your concerns to be taken seriously.

If you continue to have concerns then you should follow the school's Whistle Blowing Policy.

Allegations against a member of staff, volunteer or the Headmaster

When allegations arise against a person working with children (including volunteers), the school must follow the procedures outlined in *KCSiE 2018*. The procedures should be used when an allegation is made that an adult has:

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

Allegations of abuse may involve a member of the school staff or a volunteer. In these circumstances the allegation must be reported to the Headmaster or, in the absence of the Headmaster, the Chair of Governors.

Where the allegation is against the Headmaster, it must be reported directly to the Chair of Governors and without notifying the Headmaster.

On receipt of such an allegation these persons will immediately contact the Local Area Designated Officer (LADO) and seek advice on the way forward. If the LADO is not available then a senior member of the MASH team or a police officer must be contacted. The role of the LADO is set out in Appendix 6.

In case of serious harm, the Police will be informed from the outset. If for any reason a member of staff cannot contact the WSSCB persons detailed above, then the matter must be referred directly to the LADO.

The School will not undertake its 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.

Where the allegation is against a former member of staff, it will be referred directly to the police.

When immediate contact is made with the LADO to discuss an allegation, consideration will be given to the nature, content and context of the allegation and a course of action agreed including any involvement of the police. Discussions will be recorded in writing, and communication with both the individual and the parents of the child/ children agreed.

School will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. School will

give due weight to the views of the LADO and the police when making a decision about suspension.

From 1st October 2012, there have been restrictions on the reporting or publishing of allegations against teachers and so School will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the TRA publish information about an investigation or decision in a disciplinary case.

Where an investigation leads to the dismissal of a member of staff because s/he is considered unsuitable to work with children or where someone resigns in circumstances where s/he would have been dismissed, the school will promptly make a report, including as much evidence about the circumstances of the case as possible, to the DBS and at least within one month. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. School will also make such a report where a compromise agreement has been reached or where an individual fails to cooperate with an investigation.

School will also consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Where a referral has been made to the DBS, it will not be necessary for a referral also to be made to TRA, as information is shared between the two bodies.

Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to an TRA referral.

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 its procedures or practice to help prevent similar events in the future.

In line with Government Procedures in dealing with allegations of abuse against teachers and other staff (DfE 2012), allegations found to be malicious will be removed from personnel records. Records will be kept of all other allegations but any that are not substantiated, are unfounded or malicious will not be referred to in employer references.

Training

All staff and volunteers including the Headmaster are reminded of their responsibilities and the procedures relating to safeguarding issues at the September staff meeting each year and at suitable times throughout the year, for example, if there is a change to procedure. In addition, all staff meetings have 'Safeguarding' as an agenda item to ensure staff keep abreast of safeguarding changes and keep the safeguarding culture live, encouraging a culture of vigilance.

The school records the date of last safeguarding training centrally and training certificates are placed in personnel files.

The DSLs will receive training in child protection and inter-agency working at least every two years, and will receive updates at least yearly. The whole staff will receive regular safeguarding training in line with WSSCB regulations and policies. All staff complete on-line training covering the 'Prevent' duty and on-line safety. Staff and parents are regularly updated regarding on-line safety information and advice.

In response to KCSIE 2018, staff will also be trained to manage a report of child sexual violence and sexual harassment. The DSL will lead this training.

New staff, including temporary staff and volunteers, will receive induction training on safeguarding issues from the DSL before they have contact with pupils. Such training will also include the sharing of the following documents:

- a) A copy of the School's Employee handbook;
- b) A copy of the School's safeguarding policy;
- c) The staff Code of Conduct;
- d) The identity of the DSLs and information about their role;
- e) A copy of Part 1 Keeping Children Safe in Education (Sept 2018) including a requirement to read Annex A;
- f) Whistleblowing procedures;
- g) Prevent Duty Policy
- h) Acceptable use of ICT policy
- i) Pupil Behaviour Policy
- j) Safeguarding responses to children who go missing from education

This information may be provided electronically but will always be explained by the DSL. Individual training on safeguarding issues is available through the CPD budget and staff should apply for these in the usual way. The Bursar will ensure appropriate guidance and training is given to the support staff, who come under his responsibility, by one of the DSLs. Staff sign a declaration regarding the reading and understanding of these important documents **Appendix 8)**

All of the above is provided electronically on the Learning Platform which staff will be directed to.

The DSL will ensure that there are informal updates throughout the academic year in response to any statutory updates and non-statutory advice. The DSL will also ensure that any local advice from the WSSCB is disseminated to all staff working in the school. Where there are safeguarding concerns relating to our locality (e.g. Sussex Police's concern about CSE), focus is given to ensuring that our students, parents and staff are made aware of the issue and its prevalence in the locality. The two-yearly training for DSLs and regular formal training for staff should be supplemented with Informal updates, for example, through email communication, staff-briefings, through the Learning Platform and whole-school staff meetings. These should be as required but at least annually.

The West Sussex Safeguarding Children Board (MASH) Team

Telephone: **01403 229900**

Or email: MASH@westsussex.gcsx.gov.uk

The out of office hours (5pm – 8am weekdays) and 24-hour emergency number on weekends and bank holidays is 0330 222 6664 or email

MASH@westsussex.gcsx.gov.uk ensuring that you put in the subject box: **ALERT FOR EDT**

Local Authority Designated Lead

Contact details

The LADO for West Sussex County Council is Lindsey Tunbridge-Adams

Tel: 0330 222 3339 Email: Lindsey.Tunbridge-Adams@westsussex.gov.uk

The Assistant LADO is Claire Coles

IPEH – (Local Hub) – Adur and Worthing:

Tel: 07841 867340

Email: adurworthingHUB@westsussex.gcsx.gov.uk

Teaching Regulation Agency (TRA)

Tel: 0207 5935393

Email: misconduct.teacher@education.gov.uk

NSPCC Child Protection helpline: 0808 800 5000

Text 88868

help@nspcc.org.uk

NSPCC Whistleblowing advice line: 0800 028 0285.

Disclosure and Barring Service (DBS)

P O Box 181

Darlington

DL1 9FA

email: customerservices@db.s.gsi.gov.uk telephone: 0870 900 0811 telephone for referrals: 01325 953 795

Safeguarding Policy

Chairman of Governors.....

Dated 29/08/2018

Appendix 1 – Signs and symptoms of abuse or harm

All lists of ‘signs’ or ‘symptoms’ of child abuse should be treated with caution. At times there will be straightforward explanations for injuries or behaviour. What is essential is that teachers and people who work with or have contact with children and young people share their concerns with the DSLs and that these are discussed in the light of what is known about the young person’s circumstances and with those professionals with the responsibility to investigate abuse.

Departmental advice “What to do if you are worried a child is being abused - Advice for practitioners” provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don’t want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners’ concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;

- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

There is a growing recognition that children brought up in 'high criticism, low warmth' households are particularly vulnerable to abuse.

Some definitions of child abuse and the signs to look out for are as follows:

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
bruises or cuts;
burns or scalds; or
bite marks.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

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

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Appendix 2 - Request for Support Form (Professionals)

Information supplied will be shared with other professionals supporting families to provide relevant services. Where families request support, parental consent should be gained (or young person consent where appropriate.) **In the case of a Child Protection concern or professional worry, no consent for referral is required.**

Please complete this form as thoroughly as possible. Please include copies of any relevant assessments or additional information that will help in identifying the right level of support for the family / young person.

Please send completed referral to MASH@westsussex.gcsx.gov.uk	Date of Referral?
Are there immediate safeguarding concerns?	Yes/No
Are the parent/s/carers / aware of this referral?	Yes/No
Have the parent/s/carers / given consent for this referral and for us to share their information with other agencies?	Yes/No
Does the child or young person know about this referral? If so what do they think about it? If not what do you think they might feel about it?	Yes/No
Your name and agency/relationship to family: Address, contact number and email:	
Family Name(s) / Young Person's Name:	EDD/DOB:
Alternative Surname(s):	FWI:
Family Address (inc. postcode):	Holistix:
	NHS number:
	Religion:
	First language:
	Interpreter needed y <input type="checkbox"/> n <input type="checkbox"/>
Home telephone number:	Immigration Status:
Mobile – Carer / Young Person:	Other:
Email address:	
Does the Young Person have a Caring Role? y <input type="checkbox"/> n <input type="checkbox"/>	
Household details – <u>all</u> those living in the family home (unless referral for Young Person only)	

Full Name			Gender	Family Member (Mum, Dad, Child, Nan etc)	Ethnicity	Disabilities / long term health conditions :	Education setting

Significant others: Details of other family/friend networks (not living in the family home)

Full name	DOB	Relationship to family	Contact details

GP Details:

Name and Surgery:

Risk Factors:

Are there any known risk factors / safety issues (e.g. family member that poses risk to professionals or themselves, dangerous animals, community issues etc?) Yes No
If yes please provide further information:

Signs Of Safety – please be as detailed and clear as possible when completing this section as this will help us decide what level of support is needed (i.e. Joe Bloggs is displaying aggressive behaviour at home – What does this look like? How frequent is this? How long has it been going on? Why does this worry you? How does this impact on the child/young person/family?)

What are you worried about / Reasons for referral? (risks and complicating factors, and harm past and present i.e. **safeguarding concerns**, inappropriate caring role, CSE concerns, substance misuse, young person's emotional wellbeing or functioning (e.g. Low mood / self-esteem, self-harm, suicidal ideation, education, anxiety, taking medication))

What's going well? (family strengths and proven ability to keep safe from harm/meet needs)	
What needs to happen next / change in order to support the family / young person? (i.e. Safety planning, any specific service recommendations for the family)	
Child / Young person / Parent comments	
Signature	Cc'd to

Appendix 3 - LOGGING A CONCERN ABOUT A CHILD'S SAFETY AND WELFARE AT OUR LADY OF SION SCHOOL

CPOMS replaces the need for referral forms. It is a highly secure online paperless pastoral management information system.

Meritec's unique MeriLock security system is a world-class approach to data protection and security.

All staff at Our Lady of Sion School have access to CPOMS. The safeguarding team have full access via a further secure password system that ensures the information held in CPOMS is secure. CPOMS also allows control of access inside the system, ensuring that at every level, sensitive information remains protected. Using CPOMS, staff access is controlled based on individual students, classes, year groups, categories, or system functionality.

- From any internet enabled computer log onto <https://ourladysion.cpoms.net>
- If it is your first time then choose '**reset password**' and follow that procedure
- To add a referral click '**add incident**'
- Complete the boxes and ensure you choose the correct **category** for the incident.
- Submit** the incident to the Safeguarding Team (includes DSL)
- The DSL may require you to carry out further actions, you will be alerted that further actions are required and should log back into the system to see what is required.

Appendix 4 Job Description for a Designated

Safeguarding Lead

It is the role of the Designated Safeguarding Lead to:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
 - The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member)
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
- Liaise with the Headmaster to inform her of issues, especially on going enquiries, under section 47 of the Children Act 1989 and police investigations.
- Hold weekly safeguarding meetings with the deputy DSLs
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The DSL should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment procedures 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 safeguarding policy, especially new and part-time staff.
- Be alert to specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.

- Obtain access to resources and attend relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings among all staff, and any measures the school may put in place to protect them.

Raising awareness

- The DSL should ensure the school's policies are known and used appropriately:
- Ensure the school safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governors regarding this.
- Ensure the safeguarding 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 West Sussex Safeguarding Children's' Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children enter or leave the school ensure that their child protection file, if they have one, is requested or is forwarded on to their new school.

Appendix 5 – The role of the Local Authority Designated Officer (LADO)

The role of the LADO is set out in *Working Together to Safeguard Children (2015)* and is governed by the Authorities duties under section 11 of the Children Act 2004 and WSSCB Inter-Agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

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

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

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

The LADO is responsible for:

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

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

Appendix 6

Code of conduct for Staff (Whole School including EYFS)

**Independent Day School for Boys and Girls
Our Lady of Sion School**

Frequency of review: 3 years
Next Review January 2021

Legal Status:

- This policy complies with Regulation 3 paragraphs 7(a) and (b) and 8 (a) and (b) of The Education (Independent School Standards) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance concerning safeguarding children to which Schools are obliged to have regard.
- This document has regard to *Keeping Children Safe in Education Statutory guidance for schools and Schools* (KCSIE) (DfE: 2018) and *Working Together to Safeguard Children* (WT) (HM Government, 2015).
- The Children Act 1989 and 2004 along with Section 157/175, Education Act (2002)
- Contract of Employment, Teachers' Standards (Guidance for school leaders, School staff and governing bodies)

Applies to:

- the whole School, out of School care and all other activities provided by the School, inclusive of those outside of the normal School hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the School.

Related Documents:

- Employment Policies; Whistleblowing Policy; Acceptable Use of ICT Policy,
- Safeguarding Children – Child Protection Policy and Recruitment, Selection and Disclosure Policy; Anti-Bullying;
- Supervision of Children; Behaviour and Discipline Policies; Preventing Extremism and Radicalisation
- Health and Safety Policy

Availability: This policy is provided to staff on confirmation of their appointment and is available, on request, from the School office, and also on the Intranet and School Website.

Monitoring and review: This policy is subject to continuous monitoring, refinement and audit by the Governors who will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or electronically.

Definitions used in this Code of Conduct are as follows:

- **'Fundamental British values'** It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.
- **'Parents'** is intended to include carers, guardians and other adults acting *in loco parentis*.
- **'Pupils'** is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in post-16 education.
- **'School'** means whatever educational setting the standards are applied in. **'staff'** means all adults, paid or unpaid working in our school – inclusive of volunteers.
- **'Special educational needs and Disabilities'**, as defined by the Department for Education.
- **'Statutory frameworks'** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010.

Scope of application of code on conduct outside School: The same guidelines should be applied to after School clubs, School trips, and especially trips that involve an overnight stay away from the School. There are separate, more detailed guidelines for School trips in the Educational Visits Policy.

The principles of this guidance also apply to contact with children or young people who are pupils at another School.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Discussion of the procedures set out in that document forms a vital part of our induction procedures. We make it clear in induction and other training, and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within the School and to external agencies where necessary. This is one part of our establishing a positive safeguarding culture in the School. The Safeguarding Child Protection Policy provides guidance for teachers and other members of staff when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training. The Headmaster should always be informed if a member of staff has any concerns in order to ensure the activation of appropriate procedures.

It is important that all adults working with pupils understand that the nature of their work and the responsibilities related to it, place them in a position of trust. This practice guidance provides clear advice on appropriate and safe behaviour for all adults working with our pupils in paid or unpaid capacities, in all settings and in all contexts. The guidance aims to:

- keep our pupils safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- assist adults working with pupils to work safely and responsibly and to monitor their own standards and practice;
- support managers and employers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided;
- support the School in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;
- support safer recruitment practice;
- minimise the risk of misplaced or malicious allegations made against adults who work with pupils and
- reduce the incidence of positions of trust being abused or misused. Employers should be familiar with, and know how to access, their Local Safeguarding Children Board's policy and procedures for managing allegations against staff.

'Unsuitability': The guidance contained in this document is an attempt to identify what behaviours are expected of adults who work with our pupils. Adults whose practice deviates from this guidance and/or their professional or employment- related code of conduct may bring into question their suitability to work with pupils in any capacity.

This means that adults should:

- *have a clear understanding about the nature and content of this document;*
- *discuss any uncertainties or confusion with the Headteacher or deputy headteachers and*
- *understand what behaviours may call into question their suitability to continue to work with pupils and young people.*

Responsibilities

All staff have an overriding responsibility to act and to conduct themselves at all times in a manner which makes a positive and active contribution to the education and welfare of the children in our Schools and in our care. All staff must have proper and professional regard for the ethos, policies and practices of the School in which they teach, and maintain high standards in their own presentation, attendance and punctuality. Also they must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. All staff have a responsibility to keep pupils safe and to protect them from abuse (sexual, physical and emotional), neglect and safeguarding concerns. Our Staff Code of Conduct covers staff behaviour, pupil relationships and communications including the use of social media.

This means that staff should:

- understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
- always act, and be seen to act, in the child's best interests
- avoid any conduct which would lead any reasonable person to question their motivation and intentions
- take responsibility for their own actions and behaviour

General conduct

School property: Staff must take proper care when using School property and must not use School property for any unauthorised use or for private gain.

Use of premises: Staff must not carry out on School premises any work or activity other than pursuant to the terms and conditions of employment without the prior permission of the Headmaster.

Behaviour of others: staff should be aware that their behaviour may raise concerns if deemed inappropriate. Such concerns will be given careful consideration as to whether they constitute a potential risk to pupils at the School.

Alcohol and drugs: No member of Staff should drive a School vehicle or be on duty supervising pupils whilst under the influence of alcohol, drugs or any other substance which may impair judgment. Additionally, Staff must not have used any of these within the previous 24 hours if driving pupils or any School vehicle.

Alcohol and drug testing: The School reserves the right to ask members of Staff to undertake an appropriate test if there is reason to believe that they are under the influence of alcohol, drugs and/or any other substance which may impair judgment. Any unreasonable refusal by a member of Staff to undergo the appropriate test is likely to lead to disciplinary action.

Whistleblowing: (Also please refer to our Whistleblowing Policy.) The term 'whistleblowing' is considered as the confidential raising of problems or concerns within an organisation by a member of staff. This is not "leaking" information but refers to matters of impropriety e.g. a breach of law, School procedures or ethics. Nor is whistleblowing the raising of a grievance within the School (which would be dealt with under the staff grievance procedures). All staff are required to report their own wrongdoing, or any wrongdoing or proposed wrongdoing of any other member of staff to the Headmaster.

Safeguarding: This is the responsibility of all who work, volunteer or learn in our School and are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL), or Deputy Designated Safeguarding Lead (Deputy DSL). The School recognises that it is an agent of referral and not of investigation. Any person may make a referral (including whistle blowing) to external agencies such as the Local Safeguarding Children Board or Local Authority Designated Office (LADO)

We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our School and to external agencies where necessary. This is one part of the way in which we establish in our School, a positive safeguarding culture. The School provides immunity from retribution or disciplinary action against such staff for “Whistleblowing” in good faith.

The staff and proprietor of the School seek to run all aspects of School business and activity with full regard for high standards of conduct and integrity. If members of School staff, parents, proprietor or the School community at large become aware of activities which give cause for concern, the School has this whistleblowing policy, which acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion, under the School’s disciplinary procedure. The School is committed to tackling fraud and other forms of malpractice and treats these issues seriously.

Physical Restraint: All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Children*. Teachers do not hit, push or slap children. Staff only intervene with physical restraint, such as holding, to prevent physical injury to the child, other children or adults and/or serious damage to property. The actions that we take are in line with government guidelines on the restraint of children. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) should be brought to the attention of the Headmaster and recorded in the child’s personal file. The child’s parents are informed on the same day

Punishments that are humiliating or degrading must not be used.

The following sanctions / punishments will *never* be used:-

- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing or the wearing of nightclothes by day.
- Withholding of any aids or equipment needed by a child.

Staff should:

- *not use force as a form of punishment;*
- *try to defuse situations before they escalate;*
- *inform parents of any behaviour management techniques used;*
- *adhere to the School’s behaviour management policy and*
- *be mindful of factors which may impact upon a child or young person’s behaviour e.g. bullying, abuse and where necessary take appropriate action.*

Action taken in self-defense or in an emergency: The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a pupil is at risk of immediate injury or on the point of inflicting injury on someone else, any member of Staff (whether authorised or not) would be entitled to intervene.

Physical Contact with Children: Staff should:

- be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described;

- be mindful of and sensitive to factors both inside and outside of the school or setting which may impact on a pupil's behaviour;
- avoid shouting at children other than as a warning in an emergency/safety situation;
- always seek to defuse situations and avoid the use of physical intervention wherever possible;
- where physical intervention is necessary, only use minimum force and for the shortest time needed;
- not use physical intervention as a form of punishment;
- never touch a child in a way which may be considered indecent;
- always be prepared to report and explain actions and accept that all physical contact be open to scrutiny;
- not indulge in horseplay;
- always encourage children, where possible, to undertake self-care tasks independently;
- work within Health and Safety regulations;
- be aware of cultural or religious views about touching and always be sensitive to issues of gender and
- understand that physical contact in some circumstances can be easily misinterpreted.

Positions of Trust and Ethical Conduct: As a result of our knowledge, position, and/or the authority invested in their role, all our staff are in positions of trust. A member of staff can be described as in a position of power or influence because of their role. It is vital for all staff to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship. Staff are expected to ensure that while there is an unequal balance of power, staff have a responsibility to ensure that this is not used for personal advantage or gratification. Staff will always maintain appropriate professional boundaries and avoid behaviour which could be misinterpreted by others. We expect all staff to report and record any incident with this potential. Staff should not:

- use their position to gain access to information for their own advantage and/or a pupil's or family's detriment;
- use their power to intimidate, threaten, coerce or undermine pupils or
- use their status and standing to form or promote relationships with pupils which are of a sexual nature, or which may become so.

Sexual Contact: All adults should clearly understand the need to maintain appropriate boundaries in their contacts with pupils. Intimate or sexual relationships between children/ young people and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable. **Staff must not:**

- have sexual relationships with pupils;
- have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact;
- make sexual remarks to, or about, a child/young person and
- discuss their own sexual relationships with or in the presence of pupils.

Any sexual activity between an adult and the child or young person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action. All children and young people are protected by specific legal provisions in this respect regardless of whether the child or young person consents or not. The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Adults should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour. Staff should:

- ensure that their interactions with pupils clearly take place within the boundaries of a respectful professional relationship;
- take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

Guidance for staff on conduct with Pupils inclusive of working alone with pupils: These guidelines are designed to encourage an atmosphere of trust in which all colleagues can conduct their professional lives with confidence. The School recognises the need for, and the desirability of, friendly and respectful social and professional rapport between staff and children. Happy relations in the School are essential. Staff must conduct themselves professionally in their relationships with pupils, parents and staff and must not behave in a way that could bring the School into disrepute or risk allegations being made. Members of staff and volunteers need to be aware that unwary actions can be misconstrued as unprofessional conduct, with a potentially damaging effect on careers. Members of staff and volunteers need to be aware that unwary actions can be misconstrued as unprofessional conduct, with a potentially damaging effect on careers. Working alone with students may include: musical instrument tuition, 1:1 coaching, student counselling, conveying a student by car; inappropriate electronic communication with a student and so on.

To avoid misunderstandings the following should be adhered to carefully:

- Members of staff should exercise particular caution and sensitivity before visiting lavatories or changing areas. Male members of staff should never be in girls' changing areas unless accompanied by a female member of staff and likewise for female staff and boys changing rooms;
- No member of staff should ever be behind a locked door with a child;
- Staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.
- Staff should take great care that relationships with individual children are kept on a professional level. It is important that all children are treated the same and that discipline is fair, consistent and impartial. Staff should take care that "joking comments" cannot be misconstrued to give offence;
- Staff must not be party to gossip about colleagues or children;
- Personal or academic Information on children should be kept confidential and away from other children or parents;
- The highest level of confidentiality should be maintained at all times in relationships with both adults and children. Staff, however, should make it clear that there are certain circumstances (e.g. where a child is suffering or is likely to suffer harm) when other people will need to be told so that the community or the child can be protected. If a child asks to tell a member of staff something in confidence, they should always be told that this will depend upon the circumstances and absolute confidence cannot be guaranteed and
- If a child behaves inappropriately or makes an inappropriate advance to a member of staff, it is essential that the child is immediately informed that the language or behaviour is unacceptable. The incident, and what has been done and said, should be recorded, and reported to the Designated Safeguarding Lead immediately.
- One-to-one meetings should, wherever possible, take place in public or semi-public places such as classrooms or offices. If in classrooms, ensure you are seated so that you and the child can be seen through the visibility panel in the door;
- When in a private meeting with a child or one-to-one session as occurs with Therapists, ensure furniture is positioned to allow easy access into or out of the room and that the glass panel in the door is not obscured so that you can be seen clearly;

- inform another adult of where they are and that they are meeting a student;
- staff should ensure that a meeting is arranged during normal School hours when there are plenty of other people about;
- do not continue the meeting for any longer than is necessary to achieve its purpose;
- avoid sitting or standing in close proximity to the student, except as necessary to check work;
- avoid using "engaged" or equivalent signs on doors or windows;
- avoid idle discussion;
- avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact;
- avoid any conduct that could be taken as a sexual advance;
- report any incident that causes you concern to the Designated Safeguarding Lead in accordance with the School's Child Protection Policy, and make a written record (signed and dated); and
- Report any situation where a student becomes distressed or angry to the Designated Safeguarding Lead.

Making professional judgements

There will be rare occasions and circumstances in which staff have to make decisions or take action in the best interest of a pupil which could contravene existing guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the pupils in their charge and, in so doing, will be seen to be acting reasonably. These judgements should always be recorded and shared with a member of the senior leadership team. Adults should always consider whether their actions are warranted, proportionate, safe and applied equitably. Staff should:

- discuss the circumstances that informed their action, or their proposed action, with their line manager or, where appropriate, the school's designated safeguarding lead. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted;
- always discuss any misunderstanding, accidents or threats with the Headmaster or Designated Safeguarding Lead
- always record discussions and actions taken with their justifications; and
- record any areas of disagreement and, if necessary refer to another agency/Ofsted/NCTL/other Regulatory Body.

Staff will take care in selecting children for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection will always be transparent and subject to scrutiny. Care is taken to ensure that no member of staff accepts any gifts that might be construed as a bribe by others, or lead the giver to expect preferential treatment. There are always occasions in School when children or parents wish to pass on a small token of appreciation such as a thank you. However, it is unacceptable to receive gifts on a regular basis, or of any significant value apart from PTA organized class gifts to the teacher.

Staff must:

- *be aware of the School's policy on the giving and receiving of gifts;*
- *ensure that gifts received or given in situations which may be misconstrued are declared;*
- *generally, only give gifts to an individual young person as part of an agreed reward system;*
- *where giving gifts other than as above, ensure that these are of insignificant value;*
- *ensure that all selection processes which concern pupils are fair and that wherever practicable these are undertaken and agreed by more than one member of staff and*
- *ensure that they do not behave in a manner which is either favourable or unfavourable to individual pupils*

All staff should ensure not to use any language to the children which may be offensive. Absolutely no swear words or words with a sexual connotation may ever be used. Any incidents of this will be treated as a disciplinary matter and action will be taken. Staff should avoid the use of sarcasm or derogatory words towards children.

To each other as staff – staff should be polite and professional, supportive and co-operative to each other. We expect our staff to work as a team. This means we need staff to be able to share information and ideas, be ready to be thoughtful and reflective about the education we provide, and readily responsive to instruction from the senior staff. We expect staff to refrain from any actions which may undermine another staff member’s confidence or professional abilities, including bullying one another. At all times, staff should remember that we are all working with the best interests of the children in mind. Staff should conduct themselves in public at all times as a professional, whether at a School social occasion outside School hours or in School. At School social occasions, staff should be moderate in their behaviour, language and at external School related functions, in their consumption of alcohol. They should act as if on duty at all times when in contact with School parents, pupils and staff, remembering to address each other as Miss/Mr/Mrs etc when within earshot of parents and/or children. Whatever the occasion staff are expected to keep the academic and professional procedures and processes of the School confidential as required by the Headmaster at all times unless given clear and unequivocal permission to do otherwise.

All staff are to exercise strict self-control in terms of inappropriate personal expressions or displays of affection and physical touch, towards other staff members and colleagues.

To the Parents – Staff must be polite to parents at all times. We expect staff to be ready to listen and help our parents and treat them as very important partners in our work of educating our pupils and their children. Parents must be treated with courtesy and respect and we should expect that back from them. Parents should be spoken to quietly about their children, and given the opportunity to speak in private, especially when anything of a sensitive nature is to be discussed. Parents should not be treated as personal friends and should be addressed by their title i.e. Mr/Mrs/Miss and not by their first names. This courtesy should be extended back to staff by the parents and anything else should be discouraged by example. They should not be told any professional confidences about the School, its staff or children.

Any incident of inappropriate behaviour by a parent should be responded to with a quiet statement to the parent that you will refer the issue to the Headmaster for discussion. Staff should never engage in private or public heated discussion with parents, particularly if they are angry. In this case, remove yourself physically from the situation and state you will refer this to the Headmaster.

Dress and Appearance: Staff should be dressed appropriately and smartly at all times and in line with the staff dress code. Those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation. Sports clothing should be worn for sporting occasions. This means that staff should wear clothing which:

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing, or sexually provocative

- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory
- is compliant with professional standards

Confidentiality: The storing and processing of personal information is governed by the Data Protection Act 1998 and the school recognises its responsibilities with regards to the security of data kept regarding its pupils and staff. Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances staff may be given highly sensitive or private information. They should never use confidential or personal information about a pupil or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other School). Information must never be used to intimidate, humiliate, or embarrass the pupil. In circumstances where the pupil's identity does not need to be disclosed, the information should be used anonymously. If a member of staff is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from the Designated Safeguarding Lead. Any media or legal enquiries should be passed to senior management. **This means that staff should:**

- be clear about when information can be shared and in what circumstances it is appropriate to do so;
- are expected to treat information they receive about pupils in a discreet and confidential manner;
- seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them and
- need to know to who any concerns or allegations should be reported.

Use of Electronic Equipment Including Personal Mobile Phones and Cameras

Personal cameras belonging to staff and volunteers are not to be used on the School premises or School grounds at any time. Cameras on staff-owned mobile phones should not be used on School premises or School grounds at any time. No images may be taken of the School or any pupils using mobile phones or personal cameras. Instead, only School cameras may be used for official photographs under the direction of the Headmaster. These photographs must only be downloaded using the School's computers and not onto a personal, private computer. Personal mobile phones may be used in dedicated staff areas or in class and teaching rooms ONLY when the children are not present. Staff should not accept mobile phone calls during a lesson or when they are with children. The only exception to this is if the Headmaster calls a staff member (usually only on Sports Days or on School trips, or if the School Office calls in similar circumstances). These calls will only be made in unusual or emergency situations.

Inappropriate material: staff must ensure pupils are not exposed to inappropriate or indecent images. Inappropriate material, such as pornography, should not be brought to work and staff must not use School property or the School network to access such material. You should not allow unauthorised access to School equipment and should keep your computer passwords safe. If you discover material on either staff or pupil electronic equipment that is potentially illegal or inappropriate, you must immediately isolate the equipment and contact the Designated Safeguarding Lead in accordance with the School's Safeguarding Policy. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution. Pupils must not be exposed to unsuitable material on the internet and Staff should ensure that any film or material shown is age appropriate. There are no circumstances that will justify adults possessing indecent images of children. Adults who access

and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children is illegal. This will lead to criminal investigation and the individual being barred from working with pupils, if proven.

Staff should:

- abide by the school's acceptable use and e-safety policy
- ensure that children cannot be exposed to indecent or inappropriate images
- ensure that any films or material shown to children are age appropriate

Communication with Pupils (including the Use of Technology)

Communication with pupils in both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices.

Staff should not contact pupils or parents of pupils from their personal mobile phone, or give their mobile phone number to pupils or parents of pupils, unless agreed by the headmaster. Instead, a School telephone should be used. Also, staff should avoid storing pupils' or parents of pupils' telephone numbers on their mobile phones, send to or accept from colleagues, pupils or parents of pupil's texts or images that could be viewed as inappropriate. The School staff should also be alert to the possible risks that might arise from social contact with pupils outside of school.

Social Networking Sites: Staff must not have any images of School children or parents on their personal pages on social networking sites. Staff must not accept children as "friends" or "contacts" on these sites and must ensure the highest privacy controls are used at all times on their personal pages on such sites, checking regularly for updates. Staff should only engage in electronic communication via the School email network and not through other inappropriate methods such as networking sites, blogging, chat rooms and private email. Failure to do so is a disciplinary matter.

Staff should not request or respond to any personal information from children other than which may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour'. Staff should not give their personal contact details to children for example, e-mail address, home or mobile telephone numbers, details of web based identities. If children locate these by any other means and attempt to contact or correspond with the staff member, the adult should not respond and must report the matter to their manager. The child should be firmly and politely informed that this is not acceptable.

We advise all our staff to carefully restrict their Facebook profiles to ensure they cannot be contacted by parents and pupils, this could involve removing their last name from their page.

Inappropriate adult behaviour which must be avoided also includes:

- Talking about sex lives particularly in front of children which is not permitted
- Being alone with children in a group setting for unusually long periods of time without good reason
- Showing unusual interest in one specific child

- Inappropriate use of mobile phones where phone calls or texts take attention away from supervising children
- Staff should not use social networking pages at School on either School or personal devices.

Physical Contact with Pupils: There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. A 'no touch' approach is impractical for most staff and will in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible in the School's incident book and, if appropriate, a copy placed on the child's file.

Staff should listen, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact and/or form of communication which is acceptable to the child for the minimum time necessary. The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each pupil. Pupils with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

It is recognised that some pupils may seek inappropriate physical contact. It is the responsibility of the staff member to sensitively deter the pupil and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with a senior manager and the parent/ carer.

Some staff working in certain settings, for example sports, drama or outdoor activities or teach specific subjects such as PE or music, will have to initiate some physical contact with pupils, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a pupil so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice. Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary

This means that staff should:

- *treat children with dignity and respect and avoid contact with intimate parts of the body;*
- *always explain to a child the reason why contact is necessary and what form that contact will take;*
- *consider alternatives, where it is anticipated that a pupil might misinterpret any such contact;*
- *be familiar with and follow recommended guidance and protocols;*
- *conduct activities where they can be seen by others and*
- *be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact.*
- *have up to date guidance and protocols on appropriate physical contact in place that promote safe practice and include clear expectations of behaviour and conduct and*

- *ensure that staff are made aware of this guidance and that safe practice is continually promoted through supervision and training.*

Intimate Care: Some job responsibilities with children may necessitate contact with children. For example assisting young children with toileting, or in the provision of medical care. The nature, circumstances and context of such contact should comply with professional codes of practice or guidance and/or be part of a formally agreed plan, which is regularly reviewed. Pupils should be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required, this should normally be undertaken by one member of staff, however, they should try to ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken and that, wherever possible, they are visible and/or audible. Intimate or personal care procedures should not involve more than one member of staff unless the pupil's care plan specifies the reason for this. Any vulnerability, including those that may arise from a physical or learning difficulty should be considered when formulating the individual pupil's care plan. The views of parents, carers and the pupil, regardless of their age and understanding, should be actively sought in formulating the plan and in the necessary regular reviews of these arrangements.

Pupils are entitled to respect and privacy at all times and especially when in a state of undress, including, for example, when changing, toileting and showering. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment. All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required.

Staff should:

- adhere to the School's intimate care guidelines or code of practice;
- make other staff aware of the task being undertaken;
- explain to the child what is happening before a care procedure begins;
- consult with colleagues where any variation from agreed procedure/care plan is necessary;
- record the justification for any variations to the agreed procedure/care plan and share this information with the pupil and their parents/carers;
- avoid any visually intrusive behaviour;
- where there are changing rooms announce their intention of entering and
- always consider the supervision needs of the pupils and only remain in the room where their needs require this.

Staff should not:

- change or toilet in the presence or sight of pupils
- shower with pupils
- assist with intimate or personal care tasks which the pupil is able to undertake independently

Transporting Pupils: In certain situations e.g. out of School activities, staff or volunteers may agree to transport pupils. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one member of staff additional to the driver acting as an escort. Where adults transport children in a vehicle which requires a specialist license/insurance e.g. PCV or LGV- staff should ensure that they have an appropriate licence and insurance to drive such a vehicle. Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and

appropriately insured and that the maximum carrying capacity is not exceeded. It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. They should also be aware of and adhere to current legislation regarding the use of car seats for younger children. It is inappropriate for adults to offer lifts to a child or young person outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with the parents/carers. There may be occasions where the child or young person requires transport in an emergency situation or where not to give a lift may place a child at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

This means that our staff should:

- *ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive;*
- *be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer;*
- *record details of the journey in accordance with agreed procedures;*
- *ensure that their behaviour is appropriate at all times;*
- *ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven and*
- *ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned.*

First Aid and Administration of Medication: Health and safety legislation places duties on all employers to ensure appropriate health and safety policies and equipment are in place and an appropriate person is appointed to take charge of first-aid arrangements. Any employee may volunteer to undertake this task but it is not a contractual requirement and appropriate training should be given before an individual takes on a role which may require administering first aid or medication.

This means that the School should:

- *ensure staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention;*
- *ensure there are trained and named individuals to undertake first aid responsibilities;*
- *ensure training is regularly monitored and updated and*
- *always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication*

In circumstances where children need medication regularly a health care plan should be drawn up to ensure the safety and protection of pupils and staff. With the permission of parents, pupils should be encouraged to self-administer medication or treatment. If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the Designated Safeguarding Lead. Parents should always be informed when first aid has been administered. Staff must:

- *adhere to the School's policy for administering first aid or medication;*
- *comply with the necessary reporting requirements;*
- *make other adults aware of the task being undertaken;*
- *explain to the child what is happening;*

- *always act and be seen to act in the child's best interests;*
- *ensure that where staff are taking any medication, that they are fit to work with children if required;*
- *report and record any administration of first aid or medication;*
- *have regard to any health plan which is in place and*
- *always ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities.*

Home Visits: When this instance occurs, the purpose of any visit must be discussed with a member of the senior leadership team and wherever possible, two members of staff School should visit. Ensure that the home visit is planned and discussed with the parent of the pupil so as to not arrive unannounced. Staff should inform another member of staff and keep a clear record of the time, location and expected of their visit, ensuring there are clear themselves on the location and where deemed appropriate, inform a member of staff when the home visit is finished. Staff must ensure they have a mobile phone with them when making a home visit so that they may contact a member of staff as required. Where any behaviour or situation gives rise to a concern, that it is reported and actioned. If no adult is at home when staff arrive, do not enter the house. Instead consider whether there is a safeguarding concern and take appropriate action. Staff should, wherever possible, meet with parents at the School.

Curriculum content

Some areas of the curriculum can include or raise subject matter which is of a political or sensitive nature. Responding to children's questions requires careful judgement and staff should take guidance in these circumstances from the Designated Safeguarding Lead. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This can be supported by developing ground rules with pupils to ensure sensitive topics can be discussed in a safe learning environment. This plan should highlight particular areas of risk and sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied e.g. drama. Care should also be taken to comply with the school's policy on spiritual, moral, social, cultural values, which should promote fundamental British values and be rigorously reviewed to ensure it is lawful and consistently applied.

Staff should:

- take care when encouraging pupils to use self-expression, not to overstep personal / professional boundaries;
- have clear written lesson plans and
- be able to justify all curriculum materials and relate these to clearly identifiable lessons plans.

Staff should not:

- enter into or encourage inappropriate discussions which may offend or harm others;
- undermine fundamental British values or express any prejudicial views and
- attempt to influence or impose their personal values, attitudes or beliefs on pupils.

Political Influence: All adults who work with children and young people must be alert to the position they are in to influence young people politically. However, they have an important and necessary responsibility to assist them to become politically aware and respect a set of attitudes which can be referred to as British Values. Moreover all adults who work with young people must consciously refrain from aiming to influence them in any particular political or religious ideology or mind set. This means that staff should:

- *avoid aiming to influence young people in any one political viewpoint and*
- *recognise, support and encourage young people to be aware of and respect British Values (see our curriculum planning document).*

The Prevent Initiative: All adults who work with children and young people must be alert to them displaying racial or religious intolerance, homophobia and misogyny particularly when linked to expressions of religious belief. Staff must:

- *be aware of the government's Prevent Initiative;*
- *discuss with the Headteacher if they are concerned in any way about an individual pupil showing signs of political or religious radicalisation or of being influenced by others in this way and*
- *discuss with the Headteacher if they are concerned in any way about an individual pupil showing signs of religious or racial intolerance, misogyny or homophobic views.*

Definitions used in this Code of Conduct are as follows:

- **'Fundamental British values'** It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.
- **'Parents'** is intended to include carers, guardians and other adults acting *in loco parentis*.
- **'Pupils'** is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in post-16 education.
- **'School'** means whatever educational setting the standards are applied in. **'staff'** means all adults, paid or unpaid working in our school – inclusive of volunteers.
- **'Special educational needs and Disabilities'**, as defined by the Department for Education.
- **'Statutory frameworks'** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010.

Appendix 1 – Social contact with parents and pupils outside of the workplace

It is acknowledged that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship. Staff should, however remember that their discussions with friends parents or non-parents of the school must ensure confidentiality and not discuss matters relating to the school or pupils. Staff must not post anything onto social networking sites such as Facebook that could be construed to have any impact on the school's reputation. (We advise all our staff to carefully restrict their Facebook profiles to ensure they cannot be contacted by parents and pupils, this could involve removing their last name from their page). We explain to staff that although they are able to accept friendship requests from friends who may also be parents of pupils at the school, staff must be aware of the potential issues this could cause. Staff must not post anything onto social networking sites that would offend any other member of staff or parent using the setting. If any of the above points are found to be happening, then the member of staff involved will face disciplinary action, which could result in dismissal.

Staff should also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to 'groom' the adult and the child and/or create opportunities for sexual abuse. It is also important to recognise that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalisation. Staff should recognise that some types of social contact with pupils or their families could be perceived as harmful or exerting inappropriate influence on children, and may bring the setting into disrepute (e.g. attending a political protest, circulating propaganda).

If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement. This also applies to social contacts made through outside interests or the staff member's own family. Some staff may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the staff member or seeks support outside of their professional role this should be discussed with senior management and where necessary referrals made to the appropriate support agency.

Staff should:

- always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme
- advise senior management of any regular social contact they have with a pupil which could give rise to concern
- refrain from sending personal communication to pupils or parents unless agreed with senior managers
- inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship
- inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g. tutoring.

Appendix 2 – Teachers Standards

Code of Conduct

To the pupils and younger children – be clear in our instructions, information, grammar, politeness and being authoritative within the School rules and the School behaviour and discipline policies. We have a duty to be supportive of the children and promote their welfare. We must offer support to vulnerable children while at all times maintaining an appropriate professional relationship and distance from them. At all times staff must be aware of and act within the professional boundaries that are normal for teachers and staff working in Schools in the UK and which are detailed within this document. Specifically, staff should at all times recognise that self-restraint and checking with the Headmaster, if you are uncertain of how to act. We must listen to children’s concerns and worries especially when they are upset and hurt. Staff must all be aware of the School’s Child Protection Policy and act in accordance with it, especially if a child discloses something of relevance in this regard.

The following Teachers Standards outline the minimum standards expected of teachers, and as such, form part of our Code of Conduct to which all teaching staff must meet.

Set high expectations which inspire, motivate and challenge pupils:

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions and
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils:

- be accountable for pupils’ attainment, progress and outcomes;
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching and
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge:

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics and
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children’s intellectual curiosity;

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching and
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt the teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development and
- have a clear understanding of the needs of all pupils, including those with special educational needs and disabilities; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- knowing and understanding how to assess the relevant subject, therapy and curriculum areas, including statutory assessment requirements;
- making use of formative and summative assessment to secure pupils' progress;
- using relevant data to monitor progress, set targets, and plan subsequent lessons and
- giving pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- having clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School's behaviour policy; praise, sanctions and rewards consistently and fairly;
- managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them and
- maintaining good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and
- communicate effectively with parents with regard to pupils' achievements and well-being.

Personal and Professional Conduct including Standards of Behaviour for all teaching and support staff

It is incumbent on all staff including volunteers to comply with the following Professional Code of Conduct inclusive of implementing the anti-bullying, supervision of children and behavioural policies inclusive of their associated documents. All staff are required to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout their time at the School. We have

a duty to uphold public trust in us as professionals and maintain high standards of ethics and behaviour, within and outside School, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position;
- having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs and
- ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

There may be times where an individual’s actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the school in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in -, prohibition from teaching by the NCTL, a bar from engaging in regulated activity, or action by another relevant regulatory body.

This means that staff should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model
- make, or encourage others to make sexual remarks to, or about, a pupil
- use inappropriate language to or in the presence of pupils
- discuss their personal or sexual relationships with or in the presence of pupils
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such

This means that staff should:

- be aware that behaviour by themselves, those with whom they share a household, or others in their personal lives, may impact on their work with children
- understand that a person who provides Early Years education, or works within under 8 year olds may be disqualified because of their “association” with a person living or employed in the same household who is disqualified.

Staff Code of Conduct Policy

Chairman of Governors.....
Dated 22/01/2018

Appendix 7 - Our Lady of Sion School Child Protection Annual Checklist for Staff

Name

Position

- I have received a copy of the School's Employee Handbook.
- I have received the Our Lady of Sion Safeguarding Policy and know how to access the most up to date version of it on the school's Learning Platform/Website
- I have received Keeping Children Safe in Education 2018 (Part 1) and Annex A and I have read them.
- I have received or have been linked to the following documents:
 - Staff Code of Conduct
 - Acceptable Use of ICT Policy
 - E-Safety Policy
 - Behaviour Policy (Students)
 - Role of the DSL and identity of DSL and deputy DSLs.
 - Whistle-Blowing Policy
- I have read and have an understanding of the principles outlined in the above documents and agree to abide by the contents of these documents
- I have an understanding of the current guidelines and legal contexts regarding Child Protection
- I have an understanding of the definition of abuse, the different types of abuse and what hurts children
- I fully understand the correct procedures regarding the reporting of a disclosure of abuse or a welfare concern to the relevant members of staff at Our Lady of Sion School

- I fully understand the correct procedures regarding the reporting of an allegation against a member of staff including the Headmaster
- I am aware of the name of the Designated Safeguarding Lead and of staff members who are Deputy Designated Persons at Our Lady of Sion School
- I am aware of the Prevent Duty and understand my obligation under this duty.
- I am aware of the FGM Duty and understand my obligation under this duty.
- I am aware of the school's Whistleblowing policy and where to access it on the intranet
- I confirm that I have not been involved in any activity/incident since my last DBS/CRB check or within the last 12 months which might result in a change to my DBS (previously CRB) status, should a new check be requested. (If you are unable to confirm this, please detail any changes in writing to the Headmaster immediately. This information is given in the strictest confidence.)
- I am aware of how to access all school policies on the learning platform.

Signature

Date

JOB DESCRIPTION FOR THE NOMINATED SAFEGUARDING GOVERNOR

Background:

The document 'Working Together to Safeguard Children' (September 2015) provides statutory guidance on inter-agency working to safeguard and promote the welfare of children. This guidance requires schools to have 'a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements'.

This job description gives guidance for Our Lady of Sion's nominated safeguarding governor who is responsible for the oversight of safeguarding policies and procedures on behalf of the Governing Body. It should, however, be noted that this in no way alters the fact that the full Governing Body remains collectively responsible for safeguarding.

The roles and duties listed below act as an aide memoire for what it would be reasonable for a nominated safeguarding governor to undertake.

Role and Duties:

- 1 The main role of the Nominated Safeguarding Governor on behalf of the Governing Body (which retains overall responsibility) is to act as the School's senior board level lead to take leadership responsibility for the School's safeguarding arrangements, which he/she will do by discharging the following functions:
 - 1.1 champion the promotion of well-being, safeguarding and child protection issues at the highest level within the School;
 - 1.2 encourage other members of the Governing Body to develop their understanding of the Governing Body's responsibilities with regard to well-being, safeguarding and child protection and support them in the performance of these duties;
 - 1.3 ensure that the Governing Body puts in place a suitable child protection and safeguarding policy and associated procedures which have proper regard to prevailing regulations, guidance, standards and advice;
 - 1.4 be familiar with the Local Safeguarding Children Board (LSCB) guidance and procedures relating to safeguarding and child protection and associated issues, including local protocols for assessment and the LSCB's threshold document, contributing to inter-agency working;
 - 1.5 contribute to ensuring any deficiencies in the School's safeguarding practices brought to Governors' attention from any source are investigated and addressed;
 - 1.6 meet at least termly with the School's Designated Safeguarding Lead (**DSL**) in order to monitor the effectiveness of the School's Safeguarding Policy and procedures and the implementation of these across the School.

- 1.7 ensure that the Governing Body receives a report on the implementation of the School's Safeguarding Policy and procedures to support the full Governing Body's review of safeguarding in the School at least annually (or earlier if needed in response to changes to the law, policy or statutory guidance or as appropriate in response to specific incidents) in accordance with all statutory guidance
- 1.8 ensure that the Governing Body is made aware of any proven incident or allegation (anonymised where appropriate) which has implications for the School's Safeguarding Policy or procedures;
- 1.9 ensure that the DSL is part of the School's senior leadership team, and has sufficient time and resources at his/her disposal to carry out his/her duties effectively;
- 1.10 ensure that the DSL (and Deputy DSL, if appointed) receive appropriate training to provide them with the knowledge and skills required to carry out the role at least every two years, and that their knowledge and skills are appropriately refreshed at regular intervals, as required, to allow them to understand and keep up with any developments relevant to their role;
- 1.11 ensure that arrangements are in place for the inclusion of child protection training on the School's procedures in an induction programme for all people working in the school, no matter for how long, nor the status of that individual;
- 1.12 ensure that the School makes opportunities available to staff to feed into and shape the School's approach to safeguarding and safeguarding policies;
- 1.13 ensure safer recruitment procedures are in place and implemented with appropriate checks undertaken on all new staff and volunteers;
- 1.14 review of the School's Single Central Register on at least a termly basis. It is recommended that the Safeguarding Governor carries out at least one review per year on an unannounced basis;
- 1.15 be aware of how safeguarding and child protection issues, including guidance on adjusting behaviours to reduce risks, the safer use of electronic devices, social media and the internet and advice on who to turn to for help, are properly addressed through the curriculum and schemes of work;
- 1.16 ensure that appropriate IT filters and monitoring systems are in place to prevent children from accessing harmful or inappropriate material;
- 1.17 ensure that staff have the necessary knowledge and understanding to keep looked after children safe, with identified staff tasked to promote the educational achievement of looked after children;
- 1.18 ensure that the Governing Body carries out regular risk assessments of factors particular to the School which have a bearing on the profile of particular well-being and safeguarding issues, such as (without limitation) historical concerns, looked after children, mental health, body image, self-harm, children missing education, radicalisation, pupils performing a caring role at home, children with special educational needs or learning difficulties, those for whom English is an additional language, child sexual exploitation, female genital mutilation and cyberbullying; and
- 1.19 both provide to, and seek from, the local authority and other relevant agencies information about how the Governing Body's duties in respect of safeguarding and child protection have been discharged, where appropriate or requested.

- 2 The identity of and contact details for the Nominated Safeguarding Governor, together with an outline of his/her duties, will be publicised widely within the School community to ensure that pupils, parents, staff and Governors understand the purpose and importance of the role.
- 3 To the extent that the role and duties of the Nominated Safeguarding Governor conflict with those assumed by others within the School, including the Chair of Governors, the Governing Body will take all necessary action to resolve those conflicts so as to achieve clarity about respective roles and duties. This may include amendments to the Safeguarding Policy, the School's constitutional documents and/or other governance arrangements applicable to the School.
- 4 Each of the Nominated Safeguarding Governor and the Chair of the Governing Body will undertake appropriate training in accordance with the LSCB's recommendations to fulfil the respective role and duties.