

St Mary's CE High School

Everyone is equal: Everyone deserves the best

Autumn 2020 Safeguarding & Child Protection Policy

Date of last review: Autumn 2020

Date of Next Review (annually): Autumn 2021

[POLICY taken from the agreed Herts County Council approved Child Protection Policy \(CSF0034\)](#)

This document replaces the previous version(s) and is **operational from the 1st September 2020**. Changes have been highlighted. It takes into consideration the changes/updates in statutory guidance, Keeping Children Safe in Education (2019) and Working Together to Safeguarding Children (2018). Additional information provided: Coronavirus (COVID-19): Guidance for Full School Opening, DfE, Publish August 2020, safeguarding in schools, colleges and other settings as well as interim DfE Safeguarding Guidance. Please note there are sections that require the school to input their own details/school arrangements.

Key contact personnel for St Mary's CE High School

Designated Safeguarding Lead(s):

- Lee Daly (Deputy Head Teacher)

Designated Senior Lead(s):

- Nicholas Simms (Head Teacher)
- Debbie Dowsett (Safeguarding Officer)
- Alison Royce (Lead Family Support Worker)
- Gail Marino (Family support worker)
- Tonia Nigrelli (Student Manager)
- Kara Gunning (Student Manager)
- Karen Anderson (Student Manager)
- Emma Watts (Deputy Head Teacher)

Named Safeguarding Governor:

- Maureen Bruce

Herts Children's Services: 0300 123 4043 (includes out of hours service)

Link to Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

All staff MUST have access to this policy and sign to the effect that they have read and understood its content.

Date agreed by Governing Body: 28 Sept 2020 and 8 Dec 2020

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Key Note:

DSL = Member of the Safeguarding Team with Level 2 Safeguarding training

St Mary's CE High School: Safeguarding & Child Protection Policy

1 Introduction and Ethos

The Governors of St Mary's have made safeguarding a fundamental priority and are committed to ensuring that safeguarding of children and young people remains at the core of their work. For this reason, the principles of excellent safeguarding practice are integral to the culture of St Mary's and every aspect of the school and trading company's work. This policy supports this commitment to safeguarding and should be read in conjunction with other school and trading company policies as appropriate.

St Mary's CE High School is a community and all those directly connected (staff, governors, parents/carers, families, student and volunteers) have an essential role to play in making it safe and secure. In keeping with the Christian ethos of the School, all personnel working at and with St Mary's are expected to recognise and be committed to our moral and statutory responsibility to safeguard and promote the welfare of all children.

The governors of St Mary's CE High School recognises the importance of providing an ethos and environment within school that will help children and young people to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. Adults will be alert to the signs of abuse and neglect and follow procedures to ensure that children and young people receive effective support, protection and justice.

Our school core safeguarding principles are:

- It is every person's responsibility to safeguard and promote the welfare of children and it remains a paramount concern of all who work in and are part of the St Mary's community
- All staff and adults will make their work child centred
- All children and young people (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection and to feel safe
- All children have a right to be listened to and to have their wishes and feelings to be considered
- All staff have the right to feel secure and to do their work without fear for their safety or reputation being compromised
- All staff are committed to safeguarding of children and young people and understand safe professional practice that requires adherence to the code of conduct and other associated safeguarding policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with school policies and guidance
- All staff ensure that children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum

There are four main elements to our safeguarding policy

- Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children and young people, safer recruitment procedures);
- Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- Support (for all students, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- Working with parents and other agencies (to ensure appropriate communications and actions are undertaken).

The procedures contained in this policy apply to all staff and governors and adults working in St Mary's or the Trading Company and are consistent with recommendations and Local Authority model policies and guidance and the Hertfordshire Safeguarding Children Board (HSCB).

2. Context

The education Act 2002 (Section 175/157) outlines that local authorities and school governing bodies have a responsibility to *'ensure that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils'*.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- **Keeping Children Safe in Education: Including Part One information for all school and college staff (DfE, September 2018) Appendix 1**
- **What to do if you're worried a child is being abused DfE 2018** (Appendix 3)
- **Children and Social Work Act 2017**
- Section 26 The Counter Terrorism and Security Act 2015 (**PREVENT Duty**) – Appendix 5
- Information Sharing (Advice for practitioners providing safeguarding services to children and young people, parents and carers) (March 2015) (Appendix 9)
- DfE Tackling Child Exploitation, Step by Step Guide for frontline practitioners
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- **Female Genital Mutilation act 2003** – Appendix 10
- **Working Together to Safeguard Children (DfE 2018) (WTSC)** (Appendix 11)
- Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2015) (Appendix 9)
- Hertfordshire Safeguarding Children Board Neglect Protocol (2016)
- Hertfordshire Safeguarding Children Board Interagency Child Protection and Safeguarding Children Procedures (Electronic)
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Serious Violence Strategy April 2018
- Preventing Youth Violence and gang involvement 2018

These are the key documents identified by HSCB and the DfE to support excellent practice in safeguarding

Keeping Children Safe in Education (DfE 2018) states that governing bodies and proprietors should ensure that the school contributes to multi-agency working in line with stator guidance Working together to safeguard children.

Furthermore it also states that governing bodies should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of inter-agency safeguarding procedures set up by the LSCB.

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are students at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

3. Definition of Safeguarding

“Safeguarding is defined as protecting children from maltreatment preventing impairment of children’s health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (Working Together to Safeguard Children, DfE, 2018 pg.6)

All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body using the Annual Safeguarding Report to Governors. The Governing Body will not receive details of individual student situations or identifying features of families as part of their oversight responsibility.

The school acknowledges that this policy will incorporate a range of safeguarding issues including, (but not limited to):

- Bullying (including cyberbullying)
- Children missing education
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Domestic violence
- Drugs and alcohol
- Fabricated or induced illness
- Gangs and youth violence
- Hate and hate crime
- Honour based violence, including Female Genital Mutilation (FGM)
- Mental health
- Online Safety including the use of social media
- Prevent (Radicalisation and extremism)
- Private fostering
- Relationship abuse and gender-based violence
- Youth Produced Sexual Imagery or “Sexting”
- Trafficking

(Also see Annex A within ‘Keeping children safe in education’ 2016 and Appendix 3)

Every member of staff at St Mary’s CE High School recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

4. St Mary’s Policies related to Safeguarding

All staff and governors are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school’s integrated safeguarding portfolio and should be read in conjunction with the policies as listed below. (To be read and followed alongside this document and available on the Shared Staff T Drive)

- Behaviour for Learning Policy (and the Use of Physical Intervention Policy)
- eSafety Policy
- Acceptable Use of Technology/AUP
- Anti-Bullying Statement
- Data Protection and Information Sharing Policies
- Drugs & Drugs Education Policy
- Sex & Relationships Education Policy
- Personal and Intimate Care
- Health and Safety Policy
- Attendance for Learning Policy (including Children Missing Education)
- Risk Assessments (e.g. school trips, use of technology)
- Whistle-Blowing Policy
- Anti-Radicalisation Policy
- First Aid Policy
- Managing Allegations Against Staff (Staff only)
- Code of Conduct for Staff (Staff only)
- Safer Recruitment (Staff only)
- Social Media Policy (Staff Only)
- The safeguarding response to children who go missing from education: Page 4.9 on HSCB

5. Key responsibilities

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools form part of the wider safeguarding system for children in the county and across the country.

The governing body members and have read key safeguarding documents and will follow KCSIE 2020. Further information regarding the key strategic responsibilities of the governing body and Head Teacher are identified in Appendix 7.

The school has a nominated governor for safeguarding named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed at least annually.

The Governing Body, Headteacher and Senior Leadership Team will ensure that the DSLs are properly supported in their roles at a time and resource level.

5.1 Designated Safeguarding Leads (DSLs)

The previous title of Designated Safeguarding Persons is no longer in use and is now replaced by the title; Designated Safeguarding Leads.

The school has appointed a member of the leadership team, as the Designated Safeguarding Lead (DSL) for St Mary's. The DSLs has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school. The DSL oversees the work of the Safeguarding Officer and the DSLs in the school.

The governors have appointed a number of staff to be DSLs (school and trading company). These personnel are named in the front of this document. DSLs will work together to coordinate the work of the DSLs.

The DSLs will undergo appropriate and specific training to provide them with the knowledge and skills

required to carry out their role. This training will be approved by and meet the standards as required by the Hertfordshire Safeguarding Children Board. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods such as HCC training annually and DfE and HCC bulletins and conferences at regular intervals, at least annually, to keep up with any developments relevant to their role.

It is the role of the DSLs to:

- Make referrals to other agencies, including referrals to Local Authority Children's Services, Police, (where a crime may have been committed) and to the Channel programme, (where there is a radicalisation concern)
- Liaise with the Head Teacher to inform her of issues especially ongoing queries under Section 47 (Children Act 2989) and Police investigations
- Act as the central contact point and support, for all staff to discuss any safeguarding concerns
- Maintain a confidential recording system for safeguarding and child protection concerns
- Coordinate safeguarding action for individual children including those who are Children Looked After (CLA)
- Liaise with other agencies and professionals in line with Working together to Safeguard Children
- Ensure that locally established procedures are followed
- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's part in Early Help / Child in Need / Child Protection plans
- Share information about CLA advising staff of their legal status and making sure that the DSL has the details of the child's social worker and the name of the virtual school head teacher in the authority that looks after the child.
- Be available during term time* (during school hours) for staff in the school to discuss any safeguarding concerns
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020)

Further details about the role of the DSLs can be found in 'Keeping Children Safe in Education' 2016, part 2.

*During term time, a designated safeguarding lead/person will always be available (during school hours) for staff in school to discuss any safeguarding concerns. There will be individual arrangements for safeguarding for every school organised activity that takes place during the school non term time breaks including for any activity that involves trips off site and abroad.

5.2 Members of staff

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the Designated Senior Person/DSL(or deputy). The designated safeguarding lead (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.

Any staff member should be able to make a safeguarding referral to Children's Services if necessary. All staff should be aware of the process for making referrals to Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm - from abuse or neglect) that may follow a referral, along with the role they might be expected to play in such assessments.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Options will then include:

- managing any support for the child internally via the school or college's own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Members of staff know how to share information and to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child or young person that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child. See appendix 4 for advice for staff on responding to safeguarding concerns.

The welfare and safety of children and young people are the responsibility of all staff in school and ANY concern for a child or young person's welfare MUST always be reported to the Designated Safeguarding Person(s).

5.3 Children and young people

Children and young people (students) have a responsibility to:

- Contribute to the development of school safeguarding policies
- Read and adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures
- Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including when online

5.4 Parents and Carers

Parents/carers have a responsibility to:

- Read the relevant school/policies and procedures, encouraging their children and young people to adhere to them, and adhering to them themselves where appropriate
- Discuss safeguarding issues with their children and young people, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home, whilst in school uniform and in school
- Identify changes in behaviour which could indicate that their child or young person is at risk of harm online
- Seek help and support from the school, or other appropriate agencies, if they or their child or young person encounters any safeguarding concern

- Contribute to the development of the schools safeguarding policies by providing feedback and responding to consultation as appropriate

The school prospectus, website and key policy documents inform parents/carers about our school's duties and responsibilities under child protection and safeguarding procedures.

Parents/carers can obtain a copy of the school Child Protection & Safeguarding Policy and other related policies on request and can view them via the school website www.st-maryshigh.herts.sch.uk

Peer on Peer abuse

Education settings are an important part of the inter-agency framework not only in terms of identifying, evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting .

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference of power (for example age, size, ability development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This most likely to include, but many not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals

All staff should be aware that abuse is abuse and peer on peer abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Furthermore they should recognise the gendered nature of peer on peer abuse (ie that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

Hertfordshire Children's Services

Customer Service Centre: 0300 123 4043

Out of Hours Number: 0300 123 4043

NSPCC Whistleblowing Helpline (for staff who do not feel able to raise concerns regarding safeguarding and CP failures internally)

0800 028 0285 (8am – 8pm Monday to Friday) Email: help@nspcc.org.uk

Hertfordshire Police

101 (or 999 if there is an immediate risk of harm)

Contact details for the LADO (local Authority Designated Officer)

Telephone: Fraser Smith (or any member of his team) 07788 567908 / **01992 588168**

Email: frazer.smith@hertfordshire.gov.uk

Hertfordshire Safeguarding Children Board (HSCB)

hscb@herts.gov.uk

Phone: 01992 588757 Fax: 01992 588201

7. Recognition and categories of abuse

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse (See Appendix 5):

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendices 6 & 7. Staff should also refer to Part 1 and Annex A within 'Keeping children safe in education' 2016, (see Appendix 1) and 'What to do if you are worried a child is being abused' 2015 (see Appendix 3).

Members of staff are made aware that that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children and young people may be abused in a family or in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or another child. Children may be abused via the internet by their peers, family members or by unknown and in some cases unidentifiable individuals.

In the case of honour based violence, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time. Abuse can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental/carer behaviours may also indicate child abuse or neglect, so staff should also be alert to parent/carer-child/young person interactions which are concerning and other parental behaviours. This could include parents/carers who are under the influence of drugs or alcohol or if where there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused. It is expected however, that staff will record all concerns and respond appropriately.

8. Staff induction, awareness and training

All members of staff are provided with a copy of Part 1 of "Keeping Children Safe in Education" (2016) and SMHS Safeguarding and Child Protection Policy annually. This covers Safeguarding information that is critical to the high standards required of all staff working with children and young people at St Mary's. Staff are required to sign to indicate their reading and understanding of these documents.

School leaders and all members of staff who work directly with children will use Keeping Children Safe in Education 2016 (Annex A) in particular to guide their work. Members of staff have signed to confirm that they have read and understood Part One and Annex A. The accuracy and upkeep of the list is overseen by the DSL and Safeguarding Governor. (See appendix 1)

The Safeguarding Officer will ensure that all new staff and volunteers are appropriately inducted as regards the school's (including trading company) internal safeguarding procedures and communication lines. Staff will receive a summary pack including the Safeguarding and Child Protection Policy and 'What to do if you are worried a child is being abused' and Keeping Children Safe in Education Part 1. Staff will also receive an induction prior to the Statutory L1 Child Protection Training

All staff members receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:

- Recognise potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
- Respond appropriately to safeguarding issues and take action in line with this policy
- Record concerns in line with the school policies
- Refer concerns to the DSL and be able to seek support external to the school if required

All staff receives appropriate training to ensure they are aware of all relevant safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and peer on peer abuse such as bullying and sexting can put children and young people in danger. It will also cover the four categories of indicators that may be a cause for concern. The staff training will also include school responsibilities, the school child protection procedures, online safety, safe working practice and internal and external reporting mechanisms.

All staff members receive regular safeguarding and child protection updates through CPA and through emailed bulletins, staff briefings and emails, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All members of staff are made aware of the schools expectations regarding safe and professional practice via the staff code of conduct, Safeguarding & Child Protection Policy and Prevent duties on the first day of employment by the school. Other key policies such as Behaviour for Learning, the IT Acceptable Use Policy (AUP) and all other relevant school policies and key documents are provided and discussed as part of the induction process.

The school recognises the expertise which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for all staff to contribute to and shape safeguarding arrangements and the safeguarding through policy consultation, strategic discussion, school improvement planning, various meetings and direct contact with DSLs or the Head Teacher. The DSL and Safeguarding Officer, in consultation with the Head Teacher, will provide an annual safeguarding report to the Governing Body detailing safeguarding training undertaken by all staff. The School maintains up to date registers in regard to safeguarding, of who has been trained and when training is due.

The school has a nominated safeguarding lead for the governing body. All members of the governing body access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

9. Safe working practice

All members of staff are required to work within clear guidelines provided by the Safeguarding & Child Protection Policy, the school's Staff Code of Conduct and other relevant policies such as IT AUP and Lone Working Policies.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's Behaviour for Learning and Physical Intervention Policies. Any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2015) which can be found on the shared staff T Drive - T:\Staff Public\A Child Protection & Safeguarding Policies Guidance & Forms

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings, the school's eSafety Policy and IT Acceptable Use Policy and (staff only) Social Media Policy - available online, on the Staff T Drive– T:\Staff Public\A Child Protection & Safeguarding Policies Guidance & Forms

10. Staff supervision and support

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL or Deputy Head with responsibility for staff wellbeing.

All new staff including newly qualified teachers and support staff, will receive induction training and have a mentor and/or buddy with whom they can discuss concerns including safeguarding concerns. The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare. Key safeguarding information and training will take place on the first day of employment.

Staff who work closely and regularly with complex or high demand cases have access to supervision and can request this at any time to support their wellbeing and professional work. The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- Staff are able to creating an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role
- All staff have regular reviews of their own practice to support their wellbeing and provide supportive environment to support caseloads (or training to update and/or improve practice)

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union or other similar organisations directly. Further information about a range of supporting organisations can be found in appendix 8.

11. Safer recruitment

The governors of St Mary's CE High School are committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our students, children and young people and have their welfare and protection as the highest priority. The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record (HR Officer); and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

The Governing Body will ensure that the Headteacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements. This information is monitored through the annual Safeguarding Report to governors and other monitoring activities.

12. Safeguarding and child protection procedures

St Mary's CE High School adheres to the HSCB Safeguarding Children Procedures/Guidance as well as

Additional guidance for staff includes

- 'What to do if you are Worried About a Child Being Abused' (DfE 2015)
- Information Sharing advice for safeguarding practitioners (2015)
- 'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.

These documents can be found online and in the staff room Safeguarding folder - T:\Staff Public\A Child Protection & Safeguarding Policies Guidance & Forms

All members of staff are expected to be aware of and follow this approach:

It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and/or the police.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.

To help with this decision s/he may choose to consult with the HCC Customer Service Centre at Herts Children's Services on 0300 123 4043.

Advice may also be sought from the Families First is Hertfordshire's programme of early help services for families. A directory of early help services is available at www.hertfordshire.gov.uk/familiesfirst and will help practitioners and families find information and support to prevent escalation of needs and crisis.

Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

Children who may require early help (Known as Families First in Hertfordshire)

Families First is Hertfordshire's programme of early help services for families. A directory of early help services is available at www.hertfordshire.gov.uk/familiesfirst and will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

If early help is appropriate the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.

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

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

School and college staff members should be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They should also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection

All members of staff are aware of the process for making referrals to Children's Service Centre for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to the Herts Children's Services Children's Service Centre being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so.

In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Herts Children's Services Customer Service Centre Team (0300 123 4043). If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress, so that they can reassure themselves the child is safe and their welfare is being considered.

If following this process, the staff member remains concerned that appropriate action is not being taken then the member of staff should seek further direct consultation from a member of the Herts Children's Services Customer Service Centre Team who will be able to discuss the concern and provide further advice on appropriate action to be taken.

If after a referral a child's situation does not appear to be improving then the DSL (or the person that made the referral) will press for reconsideration to ensure that the schools concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the HSCB procedures such as referring to the Triage or Action and Impact forum and DSLs may request support via the CPSLO's.

13. Record keeping

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

Staff will record any welfare concern that they have about a child on the school's safeguarding incident/concern form (with a body map where injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated.

All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If members of staff are in any doubt about recording requirements staff then they will discuss their concerns with the DSL.

When a child has made a disclosure, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone – as this may ultimately not be in the best interests of the child
- Reassure him or her that what has happened is not his or her fault
- Stress that it is the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible. (Pro-forma available on the Hertfordshire Grid for Learning)
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Senior Lead promptly without delay. No copies should be retained by the member of staff or volunteer.

The Designated Senior Lead will ensure that all safeguarding records are managed in accordance with the Education (Student Information) (England) Regulations 2005.

If a student who is/or has been the subject of a child protection plan changes school, the Designated Senior Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Lead at the receiving school, in a secure manner, and separate from the child's academic file.

Where children leave the school, the Designated Senior Lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEN are aware as required. If the child has an allocated social worker, they will also inform them of the change of school.

In addition to the children protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place the child arrives.

If any member of staff is concerned about a child he or she must inform the Designated Senior Lead. The Designated Senior Lead will decide whether the concerns should be referred to Children's Services: Safeguarding and Specialist Services. If it is decided to make a referral to Children's Services: Safeguarding and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSLs role to make referrals, any staff member can make a referral to Children's Services . If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England) , in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education (DfE 2016): Annex A for further details.

Hertfordshire Children's Services (including out of hours) - 0300 123 4043.

If the allegations raised are against other children, the school should follow section 4.4 of the Hertfordshire Safeguarding Children Board Procedures Manual – Children Who Abuse Others . Please see the school's anti-bullying policy for more details on procedures to minimise the risk of peer on peer abuse.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. (Record of concern pro-forma is available on staff shared T drive or from main staff room or administration offices or from the Hertfordshire Grid for Learning).

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a student who is/or has been the subject of a child protection plan changes school, the Designated Senior Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Senior Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect student welfare. If necessary, training will be arranged.

Blank Incident/concern forms are kept in the main staff room, administration offices and on the Staff shared T Drive.

Safeguarding records are kept for individual children and separate from all other records relating to the child in school. They are retained centrally and securely by the Safeguarding Officer for the School, (and by the Trading Company DSL) and are shared with staff on a 'need to know' basis only.

The Headteacher will be kept informed of any significant issues by the DSLs.

All safeguarding records will be forwarded in accordance with data protection legislation to a child's subsequent school/setting, under confidential and separate cover to the new DSL or Head Teacher and a receipt of delivery will be obtained.

Safeguarding records will be requested for any child transferring to St Mary's at any time other than normal transition into Year 7.

All Staff **WILL** familiarise themselves with the responsibilities for record keeping as outlined in this document.

An alternative example of good practice can be found in Kent safeguarding documents www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-policies-and-guidance.

14. Working with other agencies

The governing body of St Mary's recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.

St Mary's CE High School recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family.

The School Leadership Team and DSLs will work to establish strong and co-operative relationships with relevant professionals in other agencies.

15. Confidentiality and information sharing

St Mary's staff recognise that all matters relating to child protection are confidential. The Head Teacher or DSL will only disclose information about a student to other members of staff on a need to know basis.

All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues to which they have access, in the central safeguarding file managed by the Safeguarding Officer.

If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the CPSLO to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

16. Complaints

The school has a **Complaints Procedure** available to parents/carers, children and young people, students and members of staff or any other person who wish to report concerns. This can be found on the school website.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff procedures.

This can be found on the school shared T Drive and the staff room Safeguarding file - T:\Staff Public\A Child Protection & Safeguarding Policies Guidance & Forms. Alternatively, it can be found on the Hertfordshire Grid for Learning - http://www.intra.thegrid.org.uk/info/welfare/child_protection/allegations/lado.shtml

17. Allegations against members of staff and volunteers

The governors of St Mary's recognise that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Head Teacher who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. Where there are concerns about the Head Teacher, this should be referred to the Chair of Governors as appropriate.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

Allegations against/involving a governor

Allegations against a governor should be referred to the Chair of Governors or the Headteacher. A direct referral can be made to the LADO.

Allegations against/involving the Headteacher

In the event of allegations of abuse being made against the Headteacher, or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Chair of Governors or the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with a Designated Senior Lead if appropriate and they make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2016, for further information).

The Chair of Governors in this school is: **Debbie Chilton 01992 629124** or via the Clerk to the Governors Mrs Judith Bundock 01992 412656

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is: **Peter Chorley 01992 629124** or via the Clerk to the Governors Mrs Judith Bundock 01992 412656

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

Children's Services – 03001234043

SOOHS (Out of Hours Service-Children's Services) – 03001234043

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meetings, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.

If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the employer with advice and support on how the allegations should be managed.

The Headteacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

For further information see:

HSCB Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)

Section 4.1 Managing Allegations Against Adults who work with Children and Young People

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Children's Services 0300 123 4043
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding

child protection failures internally. Staff can call: 0800 028 0285 – this line is available from 8am to 8pm Monday to Friday and Email: help@nspcc.org.uk

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.

All members of staff are made aware of the school's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

For specific guidance on how to respond to allegations against staff, please refer to the **“Procedures for Managing Allegations Against Staff” and Whistle Blowing Policy** which can be found on the VLE and in the staff room Safeguarding folder.

| |
|--------------------------------|
| When in doubt – consult |
|--------------------------------|

18. Allegations against students

It is recognised that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, hazing (initiation type violence), sexualised bullying and violence and sexting. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

St Mary's governors consider that abuse is abuse and it will never be tolerated, dismissed or minimised. The school will ensure that appropriate curriculum time is dedicated to enable children and young people to develop an awareness and understanding of abusive behaviour.

Also to ensure that children and young people recognise warning signs and supports of support both within the school and externally, (such as the Police, ChildLine etc). Further information can be found in relevant school policies.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Students who have been experienced peer on peer abuse will be supported by:

- Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
- Being advised to keep a record of concerns as evidence and discussions regarding how to respond to

concerns and build resilience, if appropriate.

- Providing reassurance and continuous support
- Referral to and/or working with the wider community and local/national organisations to provide further or specialist advice and guidance

Students who are alleged to have abused other students will be helped by:

- Discussing what happened, establishing the specific concern and the need for behaviour to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- Sanctioning them in line with school behaviour for learning policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
- Speaking with police or other local services (such as early help or children's specialist services) as appropriate

Further information about the schools response to allegations of abuse against students can be located in its behaviour for learning, anti-bullying statement, equality and diversity policies and eSafety and Social Media policies.

The School is aware of and will follow the HSCB procedures for supporting children who are at risk of harm as a result of their own behaviour. Herts CC recommends the use of The Sexual Behaviours Traffic Light Tool (Brook Advisory Service) that can be found at: <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Guidance on responding to and managing sexting incidents can be found at: http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”. In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Developed robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Has relevant policies in place (e.g. behaviour for learning policy, IT AUP).

19. Safeguarding children with special educational needs and disabilities

St Mary's acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Staff will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be

encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

20. The Curriculum and staying safe

The governors recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

The School will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.

Students will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), the healthy minds programme, tutorials and through sex and relationship education (SRE) as well as specific subject content such as in Science or RE. This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), honour violence, stranger danger, road safety, sexual abuse, neglect, gender based violence/sexual assaults and sexting.

Systems have been established to support the empowerment of children to talk to a range of staff. Children and young people at St Mary's (including the Trading Company) will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

Specific systems outside of expected day to day classroom interaction and support will include:

- School/Student Council
- Buddy and peer-mentoring systems
- Peer mediation
- PSHE events
- Regular feedback questionnaires with groups of children
- Specific Anti-bullying policy
- Place2Be and the School Counsellor
- Pastoral Teams including Student Managers and Learning Mentor

21. Online safety

It is recognised by governors that the use of technology presents particular challenges and risks to children, young people and adults both inside and outside of school.

St Mary's CE High School identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm

The governors will ensure that appropriate filtering and monitoring systems are in place for internet access when students and staff access school systems and internet provision. See eSafety Policy.

The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding

The governors acknowledge that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within the school eSafety Policy, Mobile Phones and Electronic Devices Policy and Social Media Policy which can be found on the school website and in the staff room safeguarding folder.

The staff of St Mary's ensure a comprehensive whole school curriculum is in place to enable all students to learn about and manage online risks effectively and will support parents/carers and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

Detailed information about the schools response to online safety can be found in the school's eSafety Policy, Mobile Phones & Electronic devices, Social Media Policy and IT Acceptable Use Policy which can be found on the staff Shared T Drive, school website and in the staff room safeguarding file.

22. The use of school premises by other organisations

Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

If this assurance is not achieved then an application to use premises will be refused.

23. Security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from students, parents/carers and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable must be challenged by any member of staff to check the reason for being on the school site and to validate that appropriate safeguarding procedures have been followed.

Appendix 1: (See Annex A of Keeping Children Safe in Education 2020)

On publication of this Child Protection Policy (September 2020), the September 2020 version of the statutory guidance '**Keeping Children Safe In Education**' is available online, has been denoted by DfE as 'for information only'. The DfE have confirmed that this guidance will be updated annually thereafter.

The existing version of the statutory guidance mentions that there will be also be updates likely

The CPSLO Service have therefore decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to likely frequent change in content.

The governors support advice from Hertfordshire and agree that it is **essential** that **all** staff have access to this online document and read Part 1 and Annex, which provides further information on:

- children missing from education
- child sexual exploitation
- 'honour based' violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation

This document and information assists staff to understand and discharge their role and responsibilities as set out in this guidance.

In line with safeguarding good practice recommendations (HSCB), staff at St Mary's are asked to sign to say they have read these sections (please see Appendix 12) and will be subsequently be re-directed to these online documents again should any changes occur.

Link to Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Specific Safeguarding Issues

Children Missing Education

The governors of St Mary's CE High School recognises that all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Staff are aware that a child going missing from education is a potential indicator of abuse or neglect.

St Mary's has a procedure in place for responding to unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. For further information, please access the schools policy and procedures regarding **attendance** and **inclusion**.

Child Sexual Exploitation (CSE)

St Mary's identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

St Mary's CE High School is aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

Every member of staff at St Mary's recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks.

'Honour based' violence

Members of staff at St Mary's are aware that 'Honour-based' violence (HBV) encompasses a range of 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.

The indicators of HBV and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

All members of staff will follow the school and HSCB procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Forced Marriage

The Forced Marriage Unit has published [Multi-agency guidelines](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf , with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmufco.gov.uk

Female Genital Mutilation (FGM) mandatory reporting duty

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 a good reason not to, they should also still consider and discuss any such case with the DSL 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.

[Summary of the FGM mandatory reporting duty](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf can be found here.

Radicalisation

The School recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

The School will ensure all staff complete an e-learning training package developed by The National Counter Terrorism Policing Headquarters (NCTPHQ), in conjunction with the College of Policing which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. The DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff at St Mary's CE High School recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at St Mary's CE High School will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to online radicalization and extremism can be found in the schools eSafety policy and other relevant policies.

Appendix 2: Keeping yourself safe when responding to disclosures - The Six Rs: What to do if...

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

2. Respond

- Reassure the student/child that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. "It will be alright now"
- **Do not promise confidentiality**; you have a duty to refer
- Reassure and alleviate guilt, if the student/child refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the student/child only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- **Do** ask open "TED" questions; Tell, explain, describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the student/child to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the designated safeguarding Lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- Herts Children's Services 0300 123 4043

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

Please see Appendix 3: What to do if you are worried a child is being abused : flowchart.

APPENDIX 5 : WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)

Flowchart

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSL) .

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

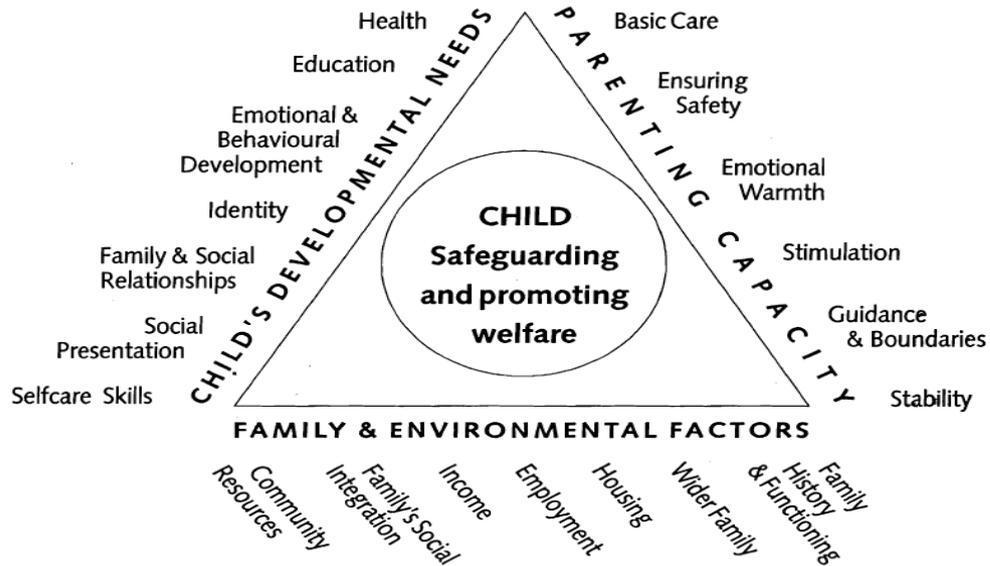
- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSL)
- Responsibility to take appropriate action, do not delay.

Refer

- DSL will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 03001234043 .

APPENDIX 6 : INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



Working Together to Safeguard Children (DfE, 2018)

| 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 fabricate the symptoms of, or deliberately inducts, illness in a child. | |
| Child | |
| Bruises – shape, grouping, site, repeat or multiple | Withdrawal from physical contact |
| Bite-marks – site and size | Aggression towards others, emotional and behaviour problems |
| Burns and scalds – shape, definition, size, depth, scars | Frequently absent from school |
| Improbable, conflicting explanations for injuries or unexplained injuries | Admission of punishment which appears excessive |
| Untreated injuries | Fractures |
| Injuries on parts of body where accidental injury is unlikely | Fabricated or induced illness |
| Repeated or multiple injuries | |
| Parent | Family/Environment |
| Parent with injuries | History of mental health, alcohol or drug misuse or domestic violence |
| Evasive or aggressive towards child or others | Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Explanation inconsistent with injury | Marginalised or isolated by the community |
| Fear of medical help / parents not seeking medical help | Physical or sexual assault or a culture of physical chastisement |
| Over chastisement of a child | |
| Emotional Abuse | |
| The persistent emotional maltreatment of a child such as to cause severe and persistent 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 over protection 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 cyber bullying), 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, though it may occur alone

| Child | |
|--|--|
| Self-harm | Over-reaction to mistakes /Inappropriate emotional responses |
| Chronic running away | Abnormal or indiscriminate attachment |
| Drug/solvent abuse | Low self-esteem |
| Compulsive stealing | Extremes of passivity or aggression |
| Makes a disclosure | Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school |
| Developmental delay | Depression |
| Neurotic behaviour (eg rocking, hair twisting, thumb sucking) | Desperate attention-seeking behaviour |
| Parent | Family/Environment |
| Observed to be aggressive towards child or others | Marginalised or isolated by the community |
| Intensely involved with their children, never allowing anyone else to undertake their child's care | History of mental health, alcohol or drug misuse or domestic violence |
| Previous domestic violence | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family |
| History of abuse or mental health problems | Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Mental health, drug or alcohol difficulties | Wider parenting difficulties |
| Cold and unresponsive to the child's emotional needs | Physical or sexual assault or a culture of physical chastisement |
| Over critical of the child | Lack of support from family or social network |

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 children's basic emotional needs

| Child | |
|---|--|
| Failure to thrive – underweight, small stature | Low self-esteem |
| Dirty and unkempt condition | Inadequate social skills and poor socialisation |
| Inadequately clothed | Frequent lateness or non-attendance at school |
| Dry sparse hair | Abnormal voracious appetite at school or nursery |
| Untreated medical problems | Self-harming behaviour |
| Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold | Constant tiredness |

| | |
|---|--|
| Swollen limbs with sores that are slow to heal, usually associated with cold injury | Disturbed peer relationships |
| Parent | Family/environment |
| Failure to meet the child's basic essential needs | Marginalised or isolated by the community |
| Leaving a child alone | History of mental health, alcohol or drug misuse or domestic violence |
| Failure to provide adequate caretakers | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family |
| Keeping an unhygienic dangerous or hazardous home environment | Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Unkempt presentation | Lack of opportunities for child to play and learn |
| Unable to meet child's emotional needs | Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals |
| Mental health, alcohol or drug difficulties | |

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.

Child

| | |
|--|--|
| Self-harm – eating disorders, self-mutilation and suicide attempts | Poor self-image, self-harm, self-hatred |
| Running away from home | Inappropriate sexualised conduct |
| Reluctant to undress for PE | Withdrawal, isolation or excessive worrying |
| Pregnancy | Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit |
| Inexplicable changes in behaviour, such as becoming aggressive or withdrawn | Poor attention / concentration (world of their own) |
| Pain, bleeding, bruising or itching in genital and/or anal area | Sudden changes in school work habits, become truant |
| Sexually exploited or indiscriminate choice of sexual partners | |
| Parent | Family/environment |
| History of sexual abuse | Marginalised or isolated by the community |
| Excessively interested in the child | History of mental health, alcohol or drug misuse or domestic violence |
| Parents displays inappropriate behaviour towards the child or other children | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family |
| Conviction of sexual offences | Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Comments made by the parent/carer about the child | Grooming behaviour |
| Lack of sexual boundaries | Physical or sexual assault or a culture of physical chastisement |
| Mental health, alcohol or drug difficulties | |

Appendix 7: Responsibilities of the Governing Body and the Head Teacher

The Governing body has the responsibility to ensure:

- There is a named Designated Safeguarding Lead (DSL), who is a member of the senior leadership team and who has undertaken approved KSCB training in inter-agency working, in addition to basic child protection training
- The school has an up-to-date child protection policy which is consistent with KSCB requirements, reviewed annually and made available to parents on request
- Procedures are in place for dealing with allegations of abuse made against members of staff including allegations made against the head teacher
- Safer recruitment procedures, which include the requirement for appropriate checks in line with national guidance are in place
- There is an up-to-date and appropriate training strategy which ensures all members of staff, including the managers, teaching and non-teaching staff, receive safeguarding training
- That all temporary staff and volunteers are made aware of the school's arrangements for safeguarding.
- That appropriate filters and appropriate monitoring systems for school systems and internet enabled devices are in place whilst being mindful to ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
- That the governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher. An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.
- That children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Head Teacher has the responsibility to ensure:

That the child protection policy and procedures are implemented and followed by all staff That sufficient time and resources are allocated to enable the DSL (and any appropriately trained deputies) to carry out their roles effectively, including the assessment of pupils and the attendance at strategy discussions and other necessary meetings.

That all members of staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures

That child's safety and welfare is addressed through the curriculum

Appendix 8: National Support Organisations

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Students

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for Adults / Parent/Carers

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvice.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentsinfo.org
- Internet Matters: www.internetmatters.org

- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk