

SAFEGUARDING (CHILD PROTECTION) GUIDANCE
(IN ACCORDANCE WITH SURREY GUIDANCE) including EYFS

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1. INTRODUCTION

Notre Dame School Governing body and Notre Dame School are committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. At all times the Governing Body and the School will consider the best interests of the child and will have a child-centered and coordinated approach to safeguarding.

Safeguarding is everyone's responsibility and everyone has a role to play in identifying concerns, sharing information and taking prompt action.

The School's Safeguarding (Child Protection) (CP) policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, the Education and Inspections Act 2006, the Education Act 2011, and the Equality Act 2010.

In producing this policy regard has been paid to:

Keeping Children Safe in Education (September 2018) (KCSIE)

Working Together to Safeguard Children (July 2018) (WT)

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

Prevent Duty Guidance: for England and Wales (July 2015) (Prevent)

Disqualification under the childcare Act (Feb 2015)

Information Sharing (March 2015)

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

Mental Health and Behaviour in Schools (March 2015)

Counselling in Schools: a blueprint for the future (March 2015)

'Preventing and Tackling Bullying 2017'

Sexual Violence and sexual Harrassment Between Children in Schools and Colleges (May 2018)

and is in accordance with locally agreed inter-agency procedures set out by Surrey Safeguarding Children's Board (SSCB). **Surrey procedures and contact details are contained within their website: <http://www.surreyscb.org.uk>**

This policy is reviewed by the Senior Leadership Team and the Governors at least annually.

Circulation: This policy has been adopted by the governors, is addressed to and applies to all members of staff and volunteers, is available to parents on request and is published on the school's website. It applies wherever staff or volunteers are working with pupils, including when this is away from the school, for example on an educational visit. Wherever the word "staff" is used in this document, it covers ALL persons working within the school including employed staff, governors, supply and self-employed staff, contractors and volunteers, students or those on work experience.

This policy is also to be used in regard to pupils in the School's Early Years Foundation School (EYFS) setting (nursery and reception classes) with extra items pertaining to EYFS settings printed in BLUE.

2. RESPONSIBILITIES

The Governing Body and the Safeguarding Governor

The Governing Body has overall responsibility for ensuring that there are effective safeguarding policies and procedures in place which meet legal and regulatory requirements and that pupils are suitably safeguarded at all times. The Governing Body will monitor the discharge of all statutory responsibilities regularly and robustly. The nominated safeguarding governor is Sister Maria .

The Governing Body will ensure that:

1. Child protection policy and procedures are in place.
2. The school follows safe recruitment procedures (see safer recruitment policy) and holds an up to date single central register of staff, ensuring the school meets statutory requirements and advice.
3. The School's safeguarding policies are up to date, risks are assessed at regular intervals and any areas requiring action are dealt with immediately
4. The Designated Safeguarding Lead officer (DSL) for the Prep and Senior Schools are of suitable 'status and authority' to take responsibility and carry out that role, and are members of the SLT and that they have approved the job description, which should include the key activities (refer to page 29 onwards). In addition the DSL for the Prep and Senior Schools should have sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
5. Staff /volunteers attend relevant regular formal child protection training.
6. Allegations are addressed swiftly, correctly and safely.
7. Any deficiencies or weaknesses in the safeguarding and child protection arrangements are remedied without delay.
8. A member of the Governing Body is nominated as a Safeguarding Governor to be responsible in the event of an allegation of abuse being made against one of the Head Teachers.
9. Safeguarding matters are placed on the Governing Body's meeting agendas to ensure it is regularly informed of changes and concerns by one of the Heads, either of the DSLs and the nominated Safeguarding Governor.
10. The efficiency with which safeguarding policies and procedures are discharged is reviewed at least annually. Any information required by the local authority regarding safeguarding is passed to them swiftly plus any information to contribute to inter-agency working.
11. The Safeguarding Governor meets regularly with the DSLs, at least once a term and conducts an annual review of staff knowledge and implementation of safeguarding procedures, reporting findings back to the Governing Body.
12. That pupils are taught about Safeguarding
13. Staff follow requirements of the Code of Conduct

The role of the Safeguarding Governor is attached as an Appendix to this Safeguarding Policy.

Responsibilities of all staff

All adults working in this School (including visiting staff, volunteers and students on placement) are required to read and understand the safeguarding policy, Part 1 of KCSIE and Annex A of KCSIE (September 2018) and to read and abide by the Staff Code of Conduct, and to report instances of actual or suspected child abuse or neglect to the Designated Persons with responsibility for child protection (see section 16 below) In exceptional circumstances staff may report directly to children's social care however staff are expected to raise concerns with the schools' Designated Safeguarding Lead in the first instance.

The Designated Safeguarding Lead and other safeguarding staff

The Designated Safeguarding Lead (DSL) for the senior school is Mrs Amanda Windibank awindibank@notredame.co.uk 01932 869990 ext 205 (Assistant Head Pastoral Senior School), and for the preparatory school is Miss Rebecca Golding rgolding@notredame.co.uk 01932 869990 ext 348 Pastoral Director, Prep School, (including the role as designated person for safeguarding children within the EYFS). The Deputy Designated Safeguarding Leads (DDSL) (who are also fully trained as DSLs) are Miss Merinda D'Aprano (Prep Head) and senior school Heads of Year, as are Clare Barber, Assistant Head Prep & Melanie Lehmann, Head of Early Years. This is noted in their job descriptions. These staff can all be contacted via email and also via telephone using the school telephone list. Each DSL and deputy DSL will undertake training every two years at an interagency approved course run by the Surrey Safeguarding Children's Board (SSCB). Staff wishing to report or discuss any matter should contact the DSL. In their absence, any of the Deputy Designated Persons may be approached. The role of the DSL and the DDSL are attached as an Appendix to this safeguarding policy.

The Prevent leads in the school are Mrs Amanda Windibank (Assistant Head Pastoral Senior School), and for the preparatory school is Miss Rebecca Golding Pastoral Director, Prep School, The Prevent governor is Sr Maria Quinn ODN.

The school, usually the DSL, will share information readily with relevant agencies, including the police, social care and health services. The DSL is also the first point of contact for external agencies which are pursuing Child Protection investigations and co-ordinates the School's representation at CP conferences and Core Group meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the DSL, she will be responsible for deciding upon whether or not this should be reported as a safeguarding issue, referring to the flow chart in KCSIE September 2018 and to the LCSB referral thresholds and the Surrey Levels of Need document. Where there is any doubt advice will be sought from the to the MASH Multi Agency Safeguarding Hub **0300 470 9100**

The parent/carer will normally be contacted before a referral is made to Children's Social Care (Children's Services). However, if the concern involves alleged or suspected sexual abuse or the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing will be said ahead of the referral.

Contact will be made with the local safeguarding agency: Multi Agency Safeguarding Hub (MASH) within 24 hours of all allegations, disclosure or suspicion of abuse. This will be the responsibility of the DSL. The specific process to be adopted is set out in more detail below in section 9.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. **If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the School day, for example, an urgent referral will be made.**

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation. Referrals to Children's Social Care will be confirmed in writing, using the on-line Inter-agency Referral Form and copies made.

All parents applying for places for their child at this School will be informed of its safeguarding responsibilities and the existence of this policy, which will be available to all on the school's website.

In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the School, parents will be notified of this as soon as possible.

Notre Dame School recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in School or pupils travelling to and from School and will take all reasonable steps to lessen such risks.

3. VULNERABLE PUPILS

Particular vigilance will be exercised in respect of pupils who are the subject of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing).

If a pupil discloses that they have witnessed domestic violence or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. As part of Operation Encompass, the local police will contact the relevant DSL (or in her absence the Head) on the designated mobile phone number to notify the school of any domestic violence issue which has come to their attention.

The School acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those with a record of truancy, those who are young carers, mid-year admissions and pupils who are excluded from school. Students with SEN/D may be more vulnerable and care will be taken to consider barriers to communication resulting from a disability. Consideration will also be given to whether indications of abuse may be misinterpreted as resulting from a disability.

Notre Dame School acknowledges that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour,

school work or other children. This is set out in more detail below in section 17. The School has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a Child Protection context.

Where it comes to the School's notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the Surrey Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

The DfE has published non statutory advice to support the identification of anxiety and depression, a condition which is on the increase. These can be accessed from the DfE website (*Counselling in schools: a blueprint for the future* (March 2015), and *Mental health and behaviour in schools* (March 2015))

Pupils who are in need of additional support such as counselling or assessment from outside agencies will be referred by the School Nurse and / or Assistant Head (Pastoral). In-school support for students experiencing anxiety or distress is available from Heads of Year (HoY), the Chaplain, Assistant Heads (Pastoral) and the School nurse and, by referral only the school counsellor – Mrs Maria Sutherland all of whom have extra non-contact time provided so that they can offer this support.

The school must also look for signs that pupils are being sexually exploited, have undergone or may undergo female genital mutilation (FGM), or radicalisation, so-called honour based violence, children missing education and forced marriage and to report concerns to the relevant authorities.

Female Genital Mutilation (FGM)

If a member of staff suspects that a student has been removed from, or prevented from, attending school as a result of FGM, this must be reported to the DSL and a referral must be made to the local authority children's social care and the police, 'If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher MUST report this to the police' (KCSIE 2018) after consultation with the Head and DSL.

FGM Indicators

- a girl confides in a member of staff/other student that FGM has taken place;
- a mother/family member discloses that female child has had FGM;
- a girl has difficulty walking, sitting or standing or looks uncomfortable;
- a girl finds it hard to sit still for long periods of time, and this was not a problem previously;
- a girl spends longer than normal in the bathroom or toilet due to difficulties urinating;

- a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems.
- a girl has frequent urinary, menstrual or stomach problems;
- a girl avoids physical exercise or requires to be excused from physical education (PE) lessons
- there are prolonged or repeated absences from school.
- increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
- a girl talks about pain or discomfort between her legs.

Remember: this is not an exhaustive list of indicators.

Risk Factors

The most significant factor to consider when deciding whether a girl may be at risk of FGM is whether her family has a history of practising FGM. In addition, it is important to consider whether FGM is known to be practised in her community or country of origin.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, at marriage or during a first pregnancy.

Given the hidden nature of FGM, individuals from communities where it takes place may not be aware of the practice. Women and girls who have undergone FGM may not fully understand what FGM is, what the consequences are, or that they themselves have had FGM. Given this context, discussions about FGM should always be undertaken with appropriate care and sensitivity.

It is believed that FGM may happen to girls in the UK as well as overseas. Girls of school age who are subjected to FGM overseas are likely to be taken abroad (often to the family's country of origin) at the start of the school holidays, particularly in the summer, in order for there to be sufficient time for her to recover before returning to school.

There are a number of factors in addition to a girl's or woman's community, country of origin and family history that could indicate she is at risk of being subjected to FGM. Potential risk factors may include:

- a girl is born to a woman who has undergone FGM;
- a girl has an older sibling or cousin who has undergone FGM;
- a girl's father comes from a community known to practise FGM;
- the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up girls;
- a woman/family believe FGM is integral to cultural or religious identity;
- a girl confides to a member of staff that she is to have a 'special procedure' or to attend

a special occasion to 'become a woman';

- a girl talks about a long holiday to her country of origin or another country where the practice is prevalent
- parents state that they or a relative will take the girl out of the country for a prolonged period;
- a girl talks about FGM in conversation, for example, a girl may tell other children about it
- a girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHEE) education or its equivalent;
- a girl has attended a travel clinic or equivalent for vaccinations / anti-malarials.

If any of these risk factors are identified, it should be reported to the DSL who will need to consider whether the level of risk requires referral at this point.

Awareness of FGM could be raised among staff and pupils by including in staff training and as part of the PSHEE programme.

Any member of staff who is concerned over a child protection matter must contact the DSL and / or the relevant Head Teacher as a matter of urgency. Records of all safeguarding issues, including those involving the risk of radicalisation, are kept by the relevant DSL. The IT support department have filters in place to protect children from radical content.

The Prevent Duty

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalization, and know what to do when they are identified. Protecting children from the risk of radicalization should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. The assessment of the risks of radicalization at Notre Dame is updated annually.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing 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. Children at risk of radicalization may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalization and act proportionately. Email filters and website blocking are in place and are monitored by the IT support department who will pass on any concerns to the DSL immediately.

Even very young children may be vulnerable to radicalization by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern. Effective engagement with the family can be helpful as they are in a key position to spot signs of radicalisation. It is important to advise and assist families who raise concerns. The school will discuss radicalization concerns with the family unless there is a specific reason to believe this will put the child at risk.

The school will refer any cases where there is deemed to be a risk of radicalisation to the local Prevent Officer at Elmbridge council. Local Prevent Lead:

PC 3272 Phil Jebb
Youth Intervention/School Liaison
Elmbridge Borough Community Safe Team
Surrey Police
01483 637046
jebb3272@surrey.pnn.police.uk

Staff can also contact the police via the non-emergency number 101. The school will fully support the work of the local Channel Panel in working with any family where there is a risk of radicalization. Non-emergency advice is also available from the DFE via 020 7340 7264.

An online general awareness training module on Channel is available and all teaching staff are required to complete this programme. It provides an introduction to the topics covered by this advice, including how to identify factors that can make people vulnerable to radicalization, and case studies illustrating the types of intervention that may be appropriate, in addition to Channel.

All visiting speakers to the school are checked for suitability and are supervised while on site.

4. TRAINING

Whole-School in-service training on safeguarding issues, including the Prevent duty (all staff have completed the general awareness training module on Channel), will be updated and undertaken regularly, in line with advice from the LSCB. All staff are expected to attend relevant training. Informal updates are given by the DSLs either by email or in minuted staff briefings as required, for instance by changes in regulations or best practice, and at least annually. All staff are trained in online safety via whole school INSET sessions.

In-house induction training on child protection matters will be given to all newly appointed staff and volunteers as part of their induction. This will include an explanation of the safeguarding policy, code of conduct, KCSIE Part 1 and Annex A, and additional one-to-one training from the DSLs or their deputies will be given if necessary to ensure full understanding of these. New staff will be made aware of the identity of the DSL's, and given electronic copies of the whistleblowing policy, the attendance policy (covering children missing from education) and the acceptable use of technologies policy. The DSLs (and their Deputies) will attend Surrey Child Protection Service's dedicated induction course and then refresher training at least every two years as recommended by Surrey CC.

DSLs will be expected to attend appropriate network meetings and to participate in the multi-agency training programme organised by the Surrey Safeguarding Children's Board. The role of the DSL and the DDSL is set out in the Appendix attached to this policy

All staff as part of their induction will be required to read and understand KCSIE Part 1 and Annex A and the School's Safeguarding Policy, and Staff Code of Conduct. Staff must sign a confirmation form to state that they have read and understood these policies. Existing staff are updated appropriately. They must also read the anti-bullying policy. A register of training undertaken will be kept by the HR Officer.

5. RECRUITMENT

Notre Dame School follows **all safer recruitment procedures outlined on the school's Recruitment Policy**. All staff recruited to the School will be subject to appropriate identity, qualification and health checks and asked to supply a complete employment history. References will be verified and Disclosure and Barring Service Checks (DBS) and TRA checks obtained, including overseas and EEA checks. At least one reference must be from the current or more recent employer, including reason for leaving. References must be from a senior person with the proper authority to provide the reference. Information given by the candidate must be verified. This also applies to volunteers. Notre Dame parents hosting students from overseas on short exchange programme will also have enhanced DBS checks undertaken. In May 2017 the SLT and some members of the Governing Body undertook Safer Recruitment Training through KAPASAN. The school complies with Independent School Standards Regulations.

Applicants for senior posts ie HOD's and upwards, including any non-teaching staff who may be part of SLT will also be required to go through a Prohibition from Management check.

This School will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the School on a permanent or temporary basis will be given a copy of this safeguarding policy. Additionally, the Staff Handbook confirms the Child Protection procedures followed in the School and names the persons who should be contacted with any issues concerning Child Protection. Written assurance, policies and risk assessments are gained from organisations outside school whose staff work with pupils off site, for trips such as PGL Adventure Holidays and field trips.

Personnel who are not directly employed by the School, such as peripatetic music teachers and sports coaches as well as volunteers and Governors are all subject to the same principles of safer recruitment and will be required to undergo the same checks as listed above, albeit that persons who are not engaged in “regulated activity” will not be subject to check against the “Barred” list.

A Data Sheet for Non-employed Staff and appropriate checks must be completed as part of the process.

Personnel employed on the School site by contractors will also be subject to the same level of pre-appointment checks and the contractor will be responsible for carrying out, recording and confirming these.

a) DISQUALIFICATION

In accordance with the 2018 update on ‘Disqualification By Association’ issued by the DfE, Notre Dame is no longer required to establish whether a member of staff employed to work in the school is disqualified by association. Following this updated guidance, we will no longer ask questions about cautions or convictions of someone living or working in their household.

b) VOLUNTEERS

Any parent or other person/organisation engaged by the School to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures and Criminal Records, Disclosure and Barring Checks (DBS), including DBS registration from September 2009 where applicable and be subject to a risk assessment for their work in the school. (KCSIE 2018) Volunteers will always work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of the School. Volunteers will at no time be given responsibility for the personal care of pupils. Voluntary sector groups that operate within this School, provide off-site services for our pupils or use School facilities, will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the Surrey Area Safeguarding Children’s Board. Premises lettings and loans are subject to acceptance of this requirement. All volunteers are inducted in Child safeguarding protocols.

6. STAFF CODE OF CONDUCT

All staff (paid and voluntary) are expected to adhere to a reasonable code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the School's Behaviour Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation, for example, in one-to-one tuition, sports coaching, conveying of pupils by car, and engaging in electronic communication. Staff will not touch a child who has clearly indicated that he/she is or would be, uncomfortable with such contact – unless of course, to protect the child from harm. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary physically to restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Head and parents. Any physical restraint used will comply with DfE and SSCB guidance.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. The door to any room in which there is 1:1 teaching, including musical instrument tuition, counselling or where any meeting is taking place should be in a room with a clear and unobstructed glass panel.. All teaching rooms as far as practicable will have clear and unobstructed glass panels in the doors.

For code of conduct on residential trips see 'Educational Visits Policy.'

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the School. Unsupervised home visits to pupils or private tuition must not take place at all. Visits/telephone calls by pupils to staff members should only occur in appropriate circumstances (for example because of their own children). Any unplanned contact of this nature or suspected infatuations or "crushes" should be reported to or discussed with the Head. Staff should not disclose their personal telephone numbers and home email addresses to pupils or parents, and may only email pupils or parents using the school email address. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents and carers; in cases where the school mobile is unavailable, only then may the member of staff use their own mobile phone.

All staff must keep Facebook and similar accounts separate from school, and deny unsolicited requests for internet contact from any pupils or parents (in order to protect themselves). The School's Board of Governors requires that no teacher should use personal email addresses or allow existing pupils onto their Facebook accounts. The school's name, and/or any identifying names or features of school personnel or pupils must not be used beyond the proper professional context. All staff should be aware that social or internet contact with pupils may be placing them at risk of allegations of professional misconduct, or safeguarding issues, which will be dealt with formally. Proper and careful judgment should therefore be used at all times.

It is an offence for a person aged 18 or over to have a sexual relationship with a child under 18, including in the case of a child aged over 16 and under 18. Staff must remember that they are in a position of trust and must not breach that trust.

The staff handbook also contains this advice.

Please also see section 23 on whistleblowing.

7. FIRST AID AND MEDICAL PLANS

Except in cases of emergency, first aid will only be administered by the school nurses or qualified First Aiders. All first aid treatment will be recorded and where significant will be shared with parents/carers at the earliest opportunity.

Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a medical plan that has been agreed with the parents.

8. CONTRACTORS AND EMPLOYEES FROM OTHER ORGANISATIONS

Building contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this safeguarding policy and the reasons for it. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks to be undertaken. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors will be subject to the school's code of conduct for such staff and the responsibility for monitoring this lies with the Estates Manager.

Individuals and organisations that are contracted by the School to work with, or provide services to, pupils will be expected to adhere to this policy and their compliance will be monitored.

When pupils are educated offsite assurance will be obtained as part of school visits planning (see school visits policy) that appropriate child protection checks and procedures apply.

9. COMPLAINTS/ALLEGATIONS MADE AGAINST STAFF/ VOLUNTEERS/ DSL / HEAD

Notre Dame School takes seriously all complaints made against members of staff. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member of staff or volunteer.

Whenever it is alleged that a member of staff/volunteer who has contact with a child in the personal, professional or community life may have:

- Behaved in a way that has harmed a child or may harm a child
- Possibly committed a criminal offence against a child
- Behaved towards a child that indicates that he/she is unsuitable to work with

children.

then;

- The person to whom the allegation is first reported must inform the Head and DSL immediately
 - If the Head and DSL are absent, the allegation should be passed to the Chair of Governors.
 - The Chair of Governors for Notre Dame School is Gerald Russell and the Vice-Chair is Wanda Nash
 - The recipient of the allegation must take the matter seriously and keep an open mind.
 - They must not investigate nor ask leading questions if seeking clarification
 - They must not 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.
 - The recipient should make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present.
 - The record should be signed and dated and, in the case of an allegation against a member of staff, passed immediately to the DSL and the Head.
 - If the Head is absent, the report should be passed to DSL and the Chair of governors.
 - 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 DSL and Head will not investigate the allegation themselves, or take written or detailed statements but will immediately report the matter to the LADO/ designated officer and in consultation with the LADO / designated officer (**0300 123 1650**) will discuss the appropriate course of action including whether it is necessary to refer the matter to the police. In case of serious harm the police will be contacted straight away. A written record should be kept of these discussions by the DSL or Head.
- The DSL and Head will, as soon as possible, and following briefing from the LADO/ designated officer, inform the subject of the allegation, providing as much information as possible at the time.

If the concerns are about the DSL, then the person receiving the allegation should immediately inform the Head without notifying the DSL first.

If the concerns are about the Head, then the person receiving the allegation should immediately inform the Chair of Governors without notifying the Head. His email is grussell@notredame.co.uk.

In all allegations the school will decide upon whether the allegation is;

Substantiated: there is sufficient evidence to prove the allegation;

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

False: there is sufficient evidence to disprove the allegation;

Unsubstantiated: there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

If it is decided that the allegation is unsubstantiated and does not meet the threshold for further referral, the DSL, Head and the LADO/ designated officer will consider the appropriate course of action e.g. a joint evaluation meeting or an internal investigation. The

Head will as soon as possible, following briefing from the LADO/ designated officer, inform the subject of the allegation. The Chair of Governors will be kept informed at each stage.

In the case of the allegation being against the Head, the Chair of Governors, together with the LADO/ designated officer, will inform the Head of the allegation and of the actions to be taken, the time scales involved and the persons involved.

If it is decided that the allegation is substantiated and meets the threshold for further action the Head must follow the guidance given by the LADO. In response to an allegation staff suspension will not be the default option. Staff against whom an allegation is made are not automatically suspended, except in the case of an immediate referral to the child protection agencies or police. However, the Head may, after discussion with the Chair of Governors, find it necessary to suspend the member of staff at any stage during an investigation until the matter has been investigated. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual. The School will follow, as appropriate, the Disciplinary & Dismissal Procedures in the Staff Employment Manual

A report of this matter will also be made to the Charity Commission

Allegations found to be unsubstantiated, malicious or false will be removed from personnel records. Unsubstantiated, malicious and false allegations will not be referred to in employer references. Pupils found to have made malicious or false allegations may have breached Notre Dame School's behaviour policy. The school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or, indeed, referral to the police if there are grounds for believing a criminal offence has been committed.

If an allegation is found to be malicious or false, every effort will be made to restore the good name of the member of staff. Recognising that a false allegation may be a strong indicator of a pupil's problems elsewhere, further exploration may be required. If an allegation is determined to be unsubstantiated, false or malicious the safeguarding lead may, in liaison with the LADO / designated officer, refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In extreme cases the Head, again in consultation with the Chair of Governors, may be required to take action in line with the School's Pupil Exclusion Policy.

The member of staff who is the subject of the allegation will be informed orally and in writing that no further action is necessary and will be offered support which may take the form of counselling and/or professional advice. The child's parents will be informed in writing of the false allegation and the outcome. Appropriate counselling and support will be considered for the child who has made the false allegation.

If the allegation is substantiated and the member of staff is dismissed or the school no longer uses his/her services (including if a member of staff resigns before dismissal occurs), then the Disclosure and Barring Service (DBS) must be informed and must consider making a referral to the Teacher Regulation Agency [TRA]. The school has a requirement to report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children; the address for referrals is PO Box 181, Darlington DL1 9FA (tel: 01325 953 795). Referrals to the TRA will also be made if the school believes there has been unacceptable professional conduct, conduct that may bring the profession into dispute, or a conviction for a relevant offence.

For all allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. Every effort is made to maintain confidentiality and guard against unwanted publicity unless and until a charge is made against the accused person or the DfE / TRA publish information. Clear guidance is given in the DfE document on dealing with allegations.

<http://www.education.gov.uk/aboutdfe/statutory/g0076914/dealing-with-allegations-of-abuse-against-teachers-and-other-staff>

For children in the Early Years Foundation Stage the school will also inform Ofsted, as soon as is reasonably practicable, but at the latest within 14 days, of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

If staff have any anxiety about another member of staff they may also seek advice from the Surrey Local Authority Designated Officer, LADO, on 0300 123 1650

10. ABUSE BY ONE OR MORE PUPILS AGAINST ANOTHER PUPIL (peer – peer abuse)

Peer abuse is not tolerated and will be thoroughly investigated; it is never passed off as 'banter'. It can include, but is not limited to, bullying (including cyber bullying), 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, gender based violence or assault. Peer-peer abuse risk is minimised by clear supervision requirements for staff at break and lunchtimes as well as careful attention to the ethos of kindness and tolerance in the school throughout all lessons and extra-curricular activities, especially in PSHE, assemblies and reflection days.

Victims of peer-peer abuse will be fully supported through the pastoral care system and by the Assistant Head Pastoral and relevant HoY or Pastoral Director. The Chaplain and school counsellor may also be involved as an additional support. Allegations will be recorded using the 'My Concern' platform. Investigations are to be thorough, including interviews and witness statements.

In the event that:

- The allegation or event is one of actual bodily harm – i.e. an injury has necessitated first aid or medical treatment.
- The allegation has been reported to the Police or Children’s Services by the child or parent.
- The child is looked after in public care.
- The child is the subject of a Child Protection Plan.
- The child has a disability or Statement of Special Educational Needs.
- The pupil concerned has been subject to previous complaints.
- The allegation is one of sexual abuse.

The parents of the victim and the perpetrators(s) will immediately be informed by the DSL or the Head of the action or allegation if the child is not deemed to be at risk upon this disclosure to parents.

Advice will be sought from the Surrey Lead Officer for education services (or the social services Child Protection Duty Manager) with a view to a Strategy Meeting or Discussion being held in accordance with the Surrey SCB procedures within 24 hours. This process will agree upon the appropriate course of action and the time-scale for investigations.

In considering whether or not a referral to Children’s Services is appropriate, the Head may seek advice from the either of the Chair of Governors and the LA’s Lead Officer and advisers. Parents should also be advised of their independent right to make a formal complaint to the Police.

A bullying incident 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. Peer abuse will not be passed off as ‘banter’.

Consideration is given to the fact that pupils with SEN/D may be more vulnerable to bullying and peer on peer abuse.

Allegations of peer-peer sexual abuse or sexual harassment will be thoroughly investigated and all staff are trained in how to manage an allegation of this type. Allegations of any form of bullying or peer abuse involving mobile phones and/or social media will be thoroughly investigated and dealt with in line with the anti-bullying and behaviour policies, and the DSL will seek the advice of and liaise with relevant agencies.

The Anti-bullying policy and procedures are available as a separate policy on the school website or on request from the school office.

11. RECORDS, REGISTRATIONS AND ATTENDANCE

Brief and accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils. From September 2018 these notes will be recorded on the ‘MyConcern’ platform. This will include written records of concerns, discussions, decisions and reasons for decisions. This information may be shared with other agencies as appropriate. Parental consent may be sought before making a Child in Need referral to Children’s Social Care (Children’s Services). However parental permission

is not required before a referral is made to Children's Social Care services.

If consent is withheld, consideration will be given to the potential impact of this for the child and to the need for a child protection referral, which does not require parental consent. The School will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".

Child protection records are not open to pupils or parents. CP records are kept securely by the DSL and separately from educational records. They may only be accessed by the DSL, their Deputy and the senior managers of the School. Referrals made to Children's Services under the Surrey procedures will be recorded on the Inter-agency Referral form.

If a pupil is withdrawn from the School having not reached the normal date of transfer; due to a family move or any other reason, all efforts will be made, jointly with the LA where necessary, to identify any new address and the School to which they are being admitted and to ensure that their educational records are sent without delay to that School.

If educational records are sent to this School concerning a child who is not registered by the parent, the records will be returned to the sending School with a note, advising them to refer to their LA's Education Welfare Service.

The Pupil Registrations and Attendance policy will be followed for monitoring and reporting non-attendance, and in all instances of a pupil being withdrawn from school before the end of Year 6 for Prep and Year 13 for Senior pupils. A child's name will only be removed from the School's Admissions Register in accordance with the Pupil Registration Regulations or with the authorisation of the Education Welfare & Attendance Service. The DSL will contact a new school to arrange to securely hand over any safeguarding file and to share information to make sure the pupil is supported and the staff including the SENCO are aware of any needs.

The content of Child Protection Conference or Review reports prepared by the School will follow the headings recommended by Children's Services and will, wherever possible, be shared with the parents/carer in advance of the meeting.

The School will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate records of those with Parental Responsibility and emergency contacts. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their written consent.

Child Protection records will be sent to receiving schools separately and under a confidential cover. Records are requested in writing from all feeder schools.

Safeguarding records held in school are filed according to this categorisation, according to SSCB's 'Levels of Need' on the 'MyConcern' platform:

12. SAFETY IN THE SCHOOL

No internal doors to classrooms will be locked whilst pupils are present in these areas. Entry to School premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance. Authorised visitors to the School will be logged into and out of the premises and will be asked to wear their identity badges or be issued with School visitor badges. Unidentified visitors will be challenged by staff or reported to one of the Heads or the School Office. Carelessness in closing any controlled entrance will be challenged. All visitors log in and a digital record is kept of visitors. Identity will be checked where necessary.

The presence of intruders and suspicious strangers seen loitering near the School or approaching pupils, will be reported to the Police and the LA with a view to alerting other local schools through appropriate systems.

Parents, carers or relatives may only take still or video photographic images of pupils in school or on school-organised activities with the prior consent of the school and then only in designated areas. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

EYFS safety of medicines

In the EYFS setting all medicines and drugs are to be kept out of the reach of children. Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored at all times. Handbags etc. may not be used for the carriage or storage of any drugs or medicines unless they are locked away from the children.

13. CURRICULUM

Notre Dame School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of its pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for addressing the “Every Child Matters” outcomes framework. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. The school is developing a resilience programme for all students including EFYS and Sixth Form. As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure;
- emotional literacy.

Notre Dame School will work with partners to promote a “Healthy School” through the curriculum with the aim of:

- Developing a school ethos and environment which encourages a healthy lifestyle for pupils;
- Using the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles;
- Ensuring that food and drink available across the school day, reinforces the healthy lifestyle message;
- Providing high quality Physical Education and sport to promote physical activity;
- Promoting an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.
- Pupils are taught within PSHEE how to stay safe.

Safeguarding/child protection in drama performances

- All entries for GCSE Drama and/or A-level Drama and Theatre Studies need to be checked for the suitability of performances. This is to ensure that the content and themes of assessed performances are appropriate for a school setting and appropriate to the age group of the students that are performing.
- The Head will then be required to sign a declaration form supplied by the examination board and submit this to the examinations officer to be sent to the appropriate examinations board.

14. ICT AND ONLINE SAFETY

All computer equipment and internet access within the School will be subject to appropriate IT filters and monitoring and Internet safety rules.

The internal network is protected by
Web Filtering Websense Web Filter
Firewall Microsoft TMG

The BYOD is protected by
Webfiltering iBoss
Firewall Cisco ASA Firewall

Access to 3G and 4G is not permitted by pupils in school and any instances will be dealt with via the behavior policy. Pupils below Year 10 are not allowed a mobile device during the school day. These requirements are clearly set out in the acceptable use agreement which pupils and parents sign.

Students are taught within ICT lessons and PSHEE how to stay safe online.

15. WORKING IN PARTNERSHIP WITH PARENTS

It is the School's policy to work in partnership with parents or carers to secure the best outcomes for its pupils. The School will therefore communicate as clearly as possible about its aims:

- It will use clear statements in its brochures and correspondence.
- It will involve pupils in the development of Codes of Conduct and
- It will produce behaviour policies and communicate these to parents.
- It will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families.
- It will be alert to the needs of parents/carers who do not have English as their first language.
- It will keep parents informed as and when appropriate.

16. REPORTING ABUSE, NEGLECT OR SAFEGUARDING CONCERNS

If a child is in immediate danger or at risk of harm a referral will be made to children's social care and / or the police immediately. Anyone can make this referral. If the referral is not made by the DSL then the DSL should be informed as soon as possible.

If a crime is committed the police will be informed either immediately – if it happens in school, or within one working day – depending on individual circumstance.

If a pupil or adult suspects abuse of any sort by another person he or she should report it directly to the DSL without making any further inquiries. This must be done immediately. It is not the place of any member of staff to decide if the allegations are true or to investigate further. This is the role of the DSL.

Should a child (or anyone) confide about alleged abuse, the recipient of that information should:

- Take seriously what is being told
- Not agree to keep secret or confidential anything that is being told
- Not ask any leading or intrusive questions
- Make discreet notes using the child's own words
- Upload any written notes or related documents to the concern raised using the 'MyConcern' platform.
- Not make any further copies,
- Not speculate, make accusations or extrapolate any information that has not been told
- Sign, date and note the time of the conversation on the write-up
- Pass the problem immediately and confidentially to the DSL
- Ensure that any disclosure must remain confidential to the DSL

The school will follow the flow chart of actions where there are concerns about a child to be found in KCSIE (June 2018). The DSL and other staff may be required to support other agencies and professionals following a referral. If information is not forthcoming after a referral the DSL or the member of staff who made the referral should follow this up with the agency to whom the referral was made. Where a referral is found to require action, this will include early help and inter-agency assessment including CAF (common assessment framework) and TAC (team around the child) approaches. If after a referral there is no improvement in the situation the DSL (or the person who made the referral) should press for re-consideration to ensure the child's situation improves.

Early Help

Working together to Safeguard Children (July 2018) states; 'practitioners should, in particular, be 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 at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child".

All staff should be prepared to identify children who may benefit from early help, and should discuss early help requirements with the DSL. The advice from DFE entitled 'What to do if you are worried a child is being abused' and the NSPCC website provide more advice and information.

17. LISTENING TO CHILDREN

Pupils should be made aware of all the avenues open to them to discuss any problems, concerns or worries:

- Prep School – Class teachers, Pastoral Director & Assistant Head, Chaplain, School Nurse, School Counsellor or any other trusted adult.
- Senior School – 'Big Sisters' (Year 7), Assistant Head Pastoral, Peer Mentors, Pastoral Team, Chaplain, School Nurse, School Counsellor or any other trusted adult.

18. RECOGNITION AND SIGNS OF ABUSE

All Governors, staff and volunteers are required to read and understand and sign to confirm that they have done so, KCSIE and Annex A. Types and indicators of abuse, including child

sexual exploitation, honour-based violence and forced marriage, sexual violence and sexual harassment and peer on peer abuse are described in Annex A.

Abuse and neglect and safeguarding issues are rarely standalone events, often multiple issues will overlap. Child abuse can and does occur both within a child's family and in institutional or community settings, or by others eg via the internet. School staff are in contact with children all day and are in a strong position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have '*reasonable suspicion*' concerning child abuse and under the Children Act 1989, this definition has been extended to include '*or may suffer [child abuse] in future*'.

All staff need to note that generally, in an abusive relationship the child may begin to:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home.
- Act in a way that is inappropriate to her age and development (full account needs to be taken of different patterns of development and different ethnic groups).
- Display insufficient sense of "boundaries", lack stranger awareness.
- Appear wary of adults and display 'frozen watchfulness'.

What is child abuse and neglect?

Neglect, physical abuse, sexual abuse or emotional abuse can be inflicted or knowingly not prevented, usually by adults towards children. In the majority of cases the adult is somebody known and trusted by the child, for example, a relative or close friend of the family. Abuse can take place wholly online or technology may be used to facilitate offline abuse. Some individuals seek to use voluntary and community organisations to gain access to children. It is necessary to have an open mind when the possibility arises that a member of the school is suspected of abuse or inappropriate activity.

Neglect is where the child's basic needs of food, clothing, hygiene, shelter, emotional, health care or education are not met by the adults who look after the child. It includes children unable to look after themselves; perhaps due to their age and level of development they are left unsupervised to fend for themselves. As a result, the child may be at danger whether in their own home or elsewhere.

Physical abuse can include physical harm caused by hitting, shaking, burning, biting, suffocating or drowning, poisoning or giving a child alcohol or drugs without care and consideration for the child's health. It can also include not acting to prevent injuries, by intentionally putting the child at risk or by not paying reasonable attention to the child's care and safety.

Sexual abuse occurs when a child is exploited through the power, authority or position of another person who uses the child to gain gratification for their own sexual needs. It can involve engaging a child in all forms of sexual activities or making a child watch sexual activities.

Sexual Violence and Sexual harassment between children in schools and colleges

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.

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.

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 speak to the designated safeguarding lead (or a deputy in their absence).

Emotional abuse may involve being told frequently that you are a bad person, worthless, can't do anything right, or are not loved. In households where domestic violence takes place studies have shown that there can be a detrimental effect on children who can be as upset by observing the violence taking place as being hit themselves. *Bullying* is another type of behaviour that could in certain circumstances be considered as a form of abuse. Bullying is deliberate, hurtful behaviour, usually repeated over a period of time where it is difficult for those being bullied to defend themselves. Bullying can be verbal, electronic, written and/or physical. See the school's anti-bullying policy.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks,
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched

- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

Radicalisation

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations that reject or undermine the status quo, or reject and /or undermine contemporary ideas and expressions of freedom of choice. The Counter-Terrorism and Security Act places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism. Staff should be aware of the early warning signs of radicalism.

Signs and indicators of a child who is in the process of being radicalised may include:

- Self-identification e.g. naming new ideological leaders/role models, lingering concerns with questions of meaning and identity, concentrated self-image
- Very strong devotion to a particular cause; new-found patriotism
- An 'Us Versus Them' societal view e.g. seeing society as the enemy, verbal expression against the government, expressed feelings of disconnection, change in personal narrative
- Social interaction e.g. disconnecting with former community, initiating personal violence, forcing customs on others, untouchable demeanour, dependence on communication technology
- Persona e.g. change in personality, particular emotional expressions
- Association e.g. associating with extremist groups, word choice, change in physical appearance and/or attire, internet identity, training travel

If there are any concerns the DSL must be contacted.

Contextual Safeguarding (Working together to Safeguard Children – July 2018)

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered.

Assessments of children in such cases should consider whether wider environmental factors are present in a child's life and are a threat to their safety and/or welfare. Children who may be alleged perpetrators should also be assessed to understand the impact of contextual issues on their safety and welfare. Interventions should focus on addressing these wider environmental factors, which are likely to be a threat to the safety and welfare of a number of different children who may or may not be known to local authority children's social care.

Assessments of children in such cases should consider the individual needs and vulnerabilities of each child. They should look at the parental capacity to support the child, including helping the parents and carers to understand any risks and support them to keep children safe and assess potential risk to child.

At Notre Dame, all safeguarding situations are investigated fully, taking into account all known contextual factors. When a referral is made, all known factors are passed on to the appropriate authorities.

19. PHOTOGRAPHING CHILDREN (Prep and Senior School – not EYFS)

We understand that parents like to take photos of or record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film pupils during a school activity without the parent's permission.

BYOD (Bring Your Own Device) may mean that staff use cameras on mobile phones in order to access the intranet. Staff should be mindful of their own protection when doing so and ensure that they are not placing themselves or any children in an inappropriate situation. No staff may take mobile phones or cameras into the children's toilets or changing areas. No photographs may be taken that may compromise the dignity of any person. No photographs may be taken privately, nor kept on phones or mobile devices – they should be uploaded as appropriate and discarded.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without permission from the parent, and if we do obtain such permission, we will not identify individual children by name unless specifically agreed with the parent.

The school cannot however be held accountable for photographs or footage taken by parents or members of the public at school functions.

At the start of each academic year parental consent to the taking and use of photographs and filming will be updated for each pupil.

The allowing of photographs and filming will be at the discretion of the Head teacher. If an allegation is made against a member of staff a full investigation will be carried out, including access to the phone, photographs or camera in question, and the police will be informed at the outset.

20. PHOTOGRAPHING CHILDREN (EYFS)

In line with the safeguarding and welfare requirements of the Statutory Framework for the EYFS clause 3.4 BYOD may mean that staff use cameras on mobile phones in order to access the intranet. Staff should be mindful of their own protection when doing so and ensure that they are not placing themselves or any children in an inappropriate situation. No staff are allowed to take mobile phones or cameras into the children's toilet or changing areas. No photograph may be taken that may compromise the dignity of any EYFS child now, or in the future. No photographs may be taken privately, nor kept on phones or mobile devices – they should be uploaded as appropriate and discarded.

Photographs must not be taken of children in any stage of undress and no photograph should be shared other than through the official school channels.

If an allegation is made against a member of staff a full investigation will be carried out, including access to the phone, photographs or camera in question, and the police will be informed at the outset.

21. CONFIDENTIALITY AND INFORMATION SHARING

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the DSL.

If any allegations are made of historical abuse the school will consider referring this to the police.

22. COMPLAINTS, MONITORING AND REVIEW

The DSL is responsible for updating and reviewing safeguarding procedures and their implementation. The DSL works in collaboration with the Safeguarding Governor, reporting to her on issues with individual children, referrals, themes which have emerged in the school and details of how the school has handled such, together with all supporting written information. Any complaints arising from the operation of this policy will be included within the School's complaints procedure. Any deficiencies or weaknesses in child protection arrangements will be remedied without delay once identified.

The Safeguarding Governor checks at least annually to ensure the school contributes to local inter-agency working and cooperates with various local agencies. The Safeguarding Governor undertakes an annual review of staff understanding and implementation of school safeguarding policy and procedures. All procedures, including written reports and training records that are part of the annual review are recorded in detail and relayed to the relevant full Governors' Meeting.

The Governors will ensure that any shortcomings identified in the annual review will be rectified immediately.

The reviewed policy is signed off by the Chair of the Governing Body annually and this is recorded in Governors minutes.

24. WHISTLEBLOWING

The school's whistleblowing process is located in the employee handbook. This enables staff to raise concerns internally and in a confidential fashion about fraud, malpractice, health and safety, criminal offences, miscarriages of justice, and failure to comply with legal obligations, inappropriate behaviour or unethical conduct. The policy also provides if necessary, for such concerns to be raised outside the organisation. All staff and volunteers should feel able to raise concerns about poor or unsafe practice in safeguarding, any of which will be taken seriously by the SLT.

The NSPCC provides a whistleblowing helpline. 0800 028 0285

Reviewed 26 April 2014 in line with "Keeping Children Safe in Education" DfE issued April 2014 (Helen Evans, Assistant Head Prep, DSL).

Reviewed and updated: March 2015 (Helen Evans, Assistant Head Prep, DSL)

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Reviewed and updated: Anna King Headteacher (Senior) Sept 2015

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Reviewed and updated: Helen Evans and Jan Slade March 2016 and April 2016

Reviewed and updated: Anna King, Janet Slade and Rebecca Golding September 2016

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Linked policies:

Missing Pupil Policy

Health and Safety policy

Attendance Policy

First Aid policy

Anti-Bullying Policy

Pupil Registrations and Attendance Policy

Educational visits policy

E Safety policy

Recruitment Policy

Risk Assessment Policy

Whistleblowing Policy

Appendix1. The Management of Safeguarding

The role of the Designated Safeguarding Lead is to:

- communicate effectively, both verbally and in writing, to a high standard both in school and as a representative of the school at external agency meetings
- present a calm and efficient disposition in a crisis
- follow procedures accurately and make informed decisions
- adapt swiftly to changing regulations
- lead a staff team and monitor, evaluate and record their effectiveness in implementing safeguarding procedures
- train a staff team in safeguarding procedures
- be an effective member of a multi-agency, local authority team
- listen objectively, actively and non-judgementally
- write clear, full and informative reports for external agencies, senior managers, governors and external agencies.
- understand the assessment process for providing early help and intervention through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required.
- The DSL is also the school's Prevent Lead.

The Designated Safeguarding Lead will refer all cases of suspected abuse to either/or:

- The local authority children's social care unit
- The local authority designated officer (LADO) for child protection concerns (particularly all cases which concern a staff member)
- The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- In consultation with the relevant Head Teacher, and informing the safeguarding governor, consider making a referral to the Teacher Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Where a referral has been made to the DBS, it is unnecessary to contact TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an TRA referral.
- The police (cases where a crime may have been committed).

The Designated Safeguarding lead will:-

- Ensure that the school operates within legislative frameworks and recommended guidance.
- Liaise with the head teacher regarding:
 - ongoing enquiries under section 47 of the Children Act 1989 and police investigations

- referral of cases of suspected abuse regarding children in need to the local authority children's social care unit
 - referral of child protection concerns (all cases involving a staff member) to the local authority designated officer (LADO)
 - referral of cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
 - referral of cases where a crime may have been committed to the police
-
- Liaise with parents, informing the head teacher (and if appropriate the LADO / designated officer, children's social care unit or police) of all meetings and discussions
 - Ensure records of all meetings are clear, comprehensive and dated
 - Act as a source of advice and expertise to staff on matters of safety and safeguarding
 - When deciding whether to make a referral always liaise with relevant agencies for advice
 - Cooperate with the safeguarding governor in the annual check of the safeguarding policy and procedures to ensure they are in line with statutory regulations and implemented correctly
 - Be continually aware of any changes in statutory requirements and alter school documentation accordingly, informing governors and staff of any changes.
 - Ensure all school records re safeguarding are comprehensive, updated and accessible
 - Ensure children receive the right help at the right time by the right people, in order to address risks and prevent issues escalating
 - Understand the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child and reassessing concerns when situations do not improve
 - Monitor the effectiveness of policies and procedures, and the implementation of such, annually in cooperation with the Safeguarding Governor.
 - Act as a support to pupils and staff, follow up and document progress re all concerns regularly.
 - Ensure the records of any pupil who leaves the school and has a child protection file are copied for the new school and the child protection file is transferred separately from the main pupil file
 - Ensure child protection files are full, informative and contain all the information (duly dated) appertaining to the child in question, plus details of all communications with external agencies, parents and carers.
 - Ensure that accurate safeguarding records are kept in a secure location, separate from pupils' academic files, and marked 'Strictly Confidential'
 - Submit reports to, and ensure the school's attendance at, child protection conferences or case reviews. Contribute to decision making and commit to the delivery of actions planned to safeguard the child at such conferences or case reviews.
 - Ensure any actions to be taken re children on the register are performed efficiently and the results monitored, recorded and evaluated
 - Maintain a continuous overview of safeguarding within the school, recording findings clearly
 - Ensure safeguarding maintains a high profile at staff meetings

- Organise regular meetings of all involved in safeguarding within the school, including the Early Years

The role of the Deputy Designated Safeguarding lead (DDSL);

- The DDSL will be fully conversant with the role and expectations of the Designated Safeguarding Person, including all matters appertaining to the Early Years
- The DDSL will be available to support the designated safeguarding person in whatever capacity is required
- The DDSL will have the knowledge and skill to perform the duties of the DSP when requested
- The DDSL will assume the role of DSL whenever requested and when the DSL is not on the premises
- The DDSL will attend training in line with local authority requirements at least every two years, which will be the same training as the DSL.
- The DDSL will support the DSL in ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse
- The DDSL will assist the DSL in producing reports for senior managers and governors
- The DDSL will understand the organisation and functioning of external agencies, including child protection cases and case conferences.
- The DDSL will support the DSL in attending child protection and case conferences
- In the absence of the DSL the DDSL will be responsible for dealing with all matters appertaining to safeguarding and will follow the school procedures accurately
- The DDSL will share information on all matters brought to his/her notice with the head teacher and, should matters involve child protection, with the Local Authority Designated Officer (LADO) immediately, for advice.
- If relevant, the DDSL will share any concerns that are reported and involve the head teacher with the Chair of Governors as well as the LADO / designated officer.
- The DDSL will support staff at all levels in their implementation of the school's child protection procedures.
- The DDSL should be observant and a good communicator.

Job Description for the Designated Governor for Safeguarding (including Prevent):

The Board of Governors is ultimately responsible for the effective management of safeguarding in the School. As part of discharging this responsibility effectively, they nominate a Governor to work with the Designated Safeguarding Leads and other senior staff to review safeguarding policy and practice within the school.

Key Responsibilities:

1. Maintain regular contact with the Designated Leads for child protection and interview a random sample of staff to ensure they are aware of what to do in case of suspected child abuse.
2. Champion the promotion of well-being, safeguarding and child protection issues at the highest level within the School.
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.
4. Conduct an annual review of safeguarding policies and practices.
5. The Designated Safeguarding/Prevent Governor each term talks to a number of staff right across the school to see if they would know who to go to in the case of a suspected abuse and what they would do in terms of comments they might make to the child.
6. Report regularly to the Board of Governors on safeguarding matters.
7. Ensure that safeguarding training is in place for all staff and relevant additional safeguarding training is undertaken as required by designated staff.
8. Undertake appropriate safeguarding training and maintain an up-to-date knowledge of safeguarding requirements for the School.
9. Help to broaden the understanding of the whole governing body on safeguarding issues.
10. Contribute to ensuring any deficiencies in the School's safeguarding practices brought to Governors' attention from any source are investigated and addressed.