

AMDG



STONYHURST

Academic Year 2019 – 20

Cross Campus Safeguarding Policy and Procedure

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LDS

Safeguarding Policy (Child Protection)

Contents

- Policy Statement.....**Error! Bookmark not defined.**
- Policy Outline.....4
- Early Help:.....5
- Policy Application..... 6
- Roles and Responsibilities 6
- Implications of Local Trust Status 8
- The Responsibility of all Staff: 8
- Training..... 10
- Procedures..... 12
- What school and college staff should do if they have concerns about a child 13
- Arrangements to deal with Allegations of Abuse against Staff, Volunteers or Head 13
- Urgent initial consideration by the Headmaster of an allegation..... 15
- Allegations that call for immediate referral..... 16
- Allegations that may require urgent referral 17
- Allegations against Students 18
- Sexual Harassment and Violence between Children 19
- Allegations against a student 19
- Professional Confidentiality and Information Sharing..... 20
- Records and Monitoring 21
- Supporting Pupils at Risk..... 21
- Types of abuse and neglect..... 22
- Signs of abuse..... 23
- Child Sexual Exploitation..... 24
- Honour-based’ violence (HBV) 25
- Female Genital Mutilation 26
- Radicalisation and ‘The Prevent Duty’ 27
- Stonyhurst: A Safe Environment 29
- Approval of Visiting Speakers 30
- Children Missing from Education..... 30
- Missing Pupil Policy..... 31
- Code of Conduct for Governors, Staff and Volunteers..... 33
- APPENDIX 1- SAFEGUARDING POLICY Incident Management (Safeguarding)..... 35
- APPENDIX 2 – SAFEGUARDING POLICY (from KCSIE 2019, p16) 36
- APPENDIX 3 - FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD 37
- APPENDIX 4 - Missing Pupil Policy..... 38
- APPENDIX 5A – SAFEGUARDING POLICY – Missing Pupil Policy EYFS and pre-prep ... 39
- Appendix 5B SAFEGUARDING POLICY - Missing Pupil Policy - Lower prep – Ruds..... 40
- APPENDIX 6 – Missing Child Policy (EYFS and KS1) 41
- APPENDIX 7 – Uncollected Child Policy (EYFS and KS1)..... 43
- APPENDIX 8 – Use of Mobile Phones and Cameras in EYFS 45
- APPENDIX 9 – E-Safety Policy and Cyberbullying 46

POLICY STATEMENT

This policy is provided via the Parent Portal and Staff Handbooks for all parents, staff and pupils, including EYFS, and is available on the school website and on request.

The Policy should be read in conjunction with:

- The Anti-Bullying Policy
- Behaviour Policy
- The SEN Policy
- The ICT Acceptable Use Policy (e-safety policy)
- Staff Code of Conduct and Safer Working Practices Policy, to include reference to the misuse of electronic communication
- The Whistleblowing Policy
- Working alone with children Policy
- [Keeping children safe in education](#) (September 2019)
- [Working together to safeguard children](#) (July 2018; updated Feb 2019)
- [The Prevent duty guidance](#) (2015)
- [Teaching Online Safety in Schools](#) (June 2019)

Stonyhurst is committed to a Safeguarding (Child Protection) Policy that provides clear direction to staff and others about expected codes of behaviour in dealing with Child Protection issues. It complies with DfE guidance set out in "*Keeping children safe in education*" (Part 1 and Annex A, September 2019), a document which all staff are required to confirm that they have read and understood, "*Working together to safeguard children* (2018) and the Pan Lancashire Safeguarding Children Procedures (as amended July 2019):

<http://panlancashirescb.proceduresonline.com/index.htm>

In addition, the DSLs read Annex B of Keeping Children Safe in Education (September 2019). Stonyhurst is committed to providing education to keep children safe online (Annex C). As such, teaching about this is also part of the PSHE programme. Members of the computing department also teach about online safety across the campus in an age-appropriate way. Annex D refers to the regulations set out in the National Minimum Standards for Boarding Schools, which Stonyhurst follows.

Keeping children safe is everyone's **collaborative** responsibility and the welfare of children and young people is paramount. Accordingly, all staff and volunteers ensure that they consider, at all times, what is in the best interests of the child. This policy makes explicit Stonyhurst's commitment to the development and maintenance of good safeguarding practice and sound procedures, endorsed by the school's Mission Statement. We take advice from the School's Safeguarding Officer for Lancashire to ensure that our policy is in accordance with locally agreed inter-agency procedures and the requirements for boarders set out in the National Minimum Standards.

Stonyhurst operates Safer Recruitment Procedures that include Enhanced DBS checks with barred list information on all staff and volunteers to be engaged in regulated activity before their appointment to the school is confirmed, and comply with Independent School Standards regulations.

It is the norm for applicants to start work only after their DBS clearance has been received. In cases where the appointment date is prior to the receipt of DBS clearance, a barred list check administered by the Disclosure and Barring Service and appropriate risk assessment are undertaken and regularly reviewed, covering the period until the DBS certificate is received and the staff member concerned will be appropriately supervised during this period. All other recruitment checks must be carried out.

However, no employee is allowed to undertake boarding duties, or to be resident in boarding areas until a satisfactory enhanced DBS clearance has been received.

Systems are in place to ensure the timely renewal of DBS checks.

Renewals take place every 3 years. Similarly, if a member of staff is appointed to a new role, a renewal should take place.

Referral to the Disclosure and Barring Service is a legal requirement and therefore standard procedure if a member of staff leaves employment at Stonyhurst whom we consider unsuitable to work with children.

At Stonyhurst College and St Mary's Hall pupils are taught about safeguarding, including staying safe online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Policy Outline

Stonyhurst recognises the five outcomes from *'Every Child Matters'* that every child has the right to:

- be healthy
- stay safe (including online)
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

Consequently, the Stonyhurst Safeguarding Policy focuses on the following:

- prevention
- protection
- support
- operation of a 'Safer Recruitment Policy' *
- maintaining a safe environment in which children can learn and develop

* Stonyhurst College and Stonyhurst St Mary's Hall maintains a complete Single Central Record of background and identity checks. This is maintained by the Personnel Officer and monitored by the Director of Personnel.

Safer Recruitment Training is undertaken by key staff: Headmaster, SMH Headmaster, Bursar, College Second Master, Personnel Director, Personnel Officer, Domestic Bursar & Catering Manager. Stonyhurst complies with the requirement to have at least one person trained in safer recruitment.

Early Help:

[Working Together to Safeguard Children 2018](#) Chapter 1,1 states:

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising; for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in families where there are emerging parental mental health issues or drug and alcohol misuse.

[KCSIE 2019](#) para 18 notes:

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

- *is disabled and has specific additional needs*
- *has special educational needs (whether or not they have a statutory Education, Health and Care Plan)*
- *is a young carer*
- *is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups*
- *is frequently missing/goes missing from care or from home*
- *is 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*

If you have a concern in any of these areas – refer this immediately to the DSL or a Deputy. It is important for children to receive the **right help at the right time** if we are to address risks and prevent issues escalating.

Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.

Examples of this poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve
- normalised behaviour
- not sharing information;
- sharing information too slowly;
- a lack of challenge to those who appear not to be taking action

At Stonyhurst:

- Early Help means providing support as soon as a problem emerges at any point in a child's life;
- Early help is more effective in promoting the welfare of children than reacting later;
- The DSL or one of the College Deputies will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate;
- **All staff should be aware that they may be required to support other agencies and professionals in an early help assessment**

This policy applies to all pupils in Stonyhurst and must be upheld by all employees of Stonyhurst.

Policy Application

Stonyhurst recognises that for children high self-esteem, confidence, supportive friends and clear lines of communication with trusted adults assists prevention.

Stonyhurst therefore endeavours:

- to establish and maintain an ethos where pupils feel secure, are encouraged to talk and are listened to;
- to ensure that pupils know that there are always adults in the school whom they can approach if they are worried or are in difficulty (for instance, the pupil's Tutor, Head of Playroom, Pastoral Head, the Chaplains, School Counsellor, Designated Safeguarding Leaders, College Deputy Head (Pastoral), Assistant Head (Pastoral) SMH, SMH Head of Boarding or any staff member);
- to include in the PSHE curriculum, both the subject of abuse and the advice needed to stay safe from it (as outlined in the PSHE Programme of Study available from the PSHE Coordinator);
- to include in the PSHE curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life (as outlined in the PSHE Programme of Study available from the PSHE Coordinator);
- to ensure that every effort will be made to establish effective working relationships with parents and representatives from outside agencies.

Roles and Responsibilities

Overseeing the College's Safeguarding (Child Protection) responsibilities is the Designated Safeguarding Lead - Mr Vincent Sharples – Deputy Head (Pastoral) who liaises directly with the Headmaster on Safeguarding issues and can be contacted on 01254 827032. The College Deputy Head (Pastoral), or one of the deputy DSLs, are available in an emergency,

and can be contacted via Reception or Security. Pastoral Heads and other boarding staff also have these contact details.

The College has a number of Deputy Designated Safeguarding Leads:

Deputy DSL Mrs Emma Winstanley (SEnCo) 01254 827230 (Ext 314)
Deputy DSL Dr Nicholas Grigsby (PSHECo and HoP) 01254 827035 (Ext 468)
Deputy DSL Ms Zoe Livingstone (HoP) 01254 827035 (Ext 468)

For SMH, the Designated Safeguarding Lead is Mrs Jacqueline Hines, Assistant Head (Pastoral), whose contact number is 01254 827095. The SMH Deputy Designated Safeguarding Lead is Mr Ian Murphy – SMH Headmaster – whose contact number is 01254 827016. EYFS Designated Safeguarding Lead is Mrs Sarah Gibson (01254 827065).

The three DSLs are the first point of contact for anyone who has a safeguarding concern.

During term, weekend DSL cover at the college is the responsibility of Vincent Sharples. During term, weekend cover at St Mary's Hall is the responsibility of Kirk Stokes (who has DSL training at level 4/5) or Ian Murphy.

Outside of term, DSL cover at the college and for staff and pupils away on educational visits, is the responsibility of Vincent Sharples who organises a rota of DSL cover. Colleagues leading educational visits should make sure they have the contact numbers of the colleague on duty. The colleague should contact the college reception who will provide the details of one of the deputy DSLs should it be required. College reception is manned 24 hours a day. Outside of term, DSL cover at St Mary's Hall is the responsibility of Ian Murphy. In an emergency/if a child is at risk of immediate harm, contact with the local police must be made immediately.

The contact for referring children in need and children at risk (Child Protection / Section 47 referral, Level 4 on the Continuum of Need) is Lancashire County Council's Children's Services:

0300 123 6720 or 0300 123 6721/3 (Out of Hours)

Telephone advice for DSLs can be sought from the below source:

Safeguarding Officer (01772 531196):

School Safeguarding Team
Safeguarding Unit
County Hall
PRESTON
PR1 8JR

The current Lancashire Children's Social care referral form can be found here:

www.lancashirechildrenstrust.org.uk/web/viewdoc.aspx?id=117022

Insofar as Children's Services are concerned, the determinant in terms of which local authority a child should be referred to is where they **usually reside**. All LA contact numbers can be found via this mechanism, by entering the child's postcode:

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

Stonyhurst has appointed one of the governors, Dr Nuala Mellows, with Safeguarding (Child Protection) responsibilities who can be contacted through the Stonyhurst DSL, Mr Vincent Sharples (01254 827032) or the Clerk to the Governors, Mr Simon Marsden, s.marsden@stonyhurst.ac.uk. Dr Mellows chairs the Governors' Safeguarding Committee.

Implications of Local Trust Status

- Stonyhurst College and St Mary's Hall was established as a local trust in 2008. Stonyhurst / St Mary's Hall is required to report all safeguarding cases arising before this date to the Police. Stonyhurst will also report safeguarding cases to the Jesuit trustees. The provincial safeguarding coordinator is Mrs Jo Norman (telephone 07715 669128 or email safeguarding@jesuit.org.uk). Additionally, safeguarding cases may also be reported to the Socius (Assistant to the Provincial). Presently, this is Fr Paul Nicholson S.J. After this date, responsibility for informing insurers and reporting cases to the Charity Commission lies with Stonyhurst College / St Mary's Hall.

The Responsibility of all Staff:

All staff have a responsibility to

- safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties;
- provide a safe environment in which children can learn;
- identify children who may be in need of early help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed;
- work with the designated safeguarding lead and be aware that they may be asked to support social workers to take decisions about individual children;
- be prepared to identify children who may benefit from **early help**;
- not assume that a colleague or another professional will take action and they do not need to do anything;

Safeguarding is **everyone's** responsibility.

All staff should:

- Be aware of systems within the school which support safeguarding through induction, for instance, the Safeguarding Policy, the Safer Working Practices Policy, the identity and role of the Designated Safeguarding Leads and their deputies; the Behaviour Policy and the Anti-Bullying Policy.
- Be aware that no one person can have a full picture of a child's needs and circumstances. The appropriate sharing of information is crucial;
- Receive appropriate child protection training in accordance with LCSB guidelines which is regularly updated (from 29th September 2019, Safeguarding Children Partnership Arrangements for Blackburn with Darwen, Blackpool and Lancashire);
- Receive Staff Induction training, including the Safeguarding (Child Protection Policy) which includes the identity of the DSL, the Staff Code of Conduct, Whistleblowing Policy, Safer Working Practices Policy which covers one-to-one tuition and a copy of KCSIE 2019. In addition, training covers details of how staff should report child on child sexual violence and sexual harassment. Documents and training materials relating to staff induction can be found in the Safeguarding section of the College Firefly network. (Additionally, Working Together to Safeguard Children (2018, updated February 2019) contains all the legislative information and duties required of schools and local authorities).
- Be aware of the signs of abuse and neglect;
- Adopt the attitude that 'it could happen here';
- Always act in the best interests of the child;
- Be prepared to report concerns and, if necessary, make a referral.

Stonyhurst has an open safeguarding culture. If anyone has a concern about safeguarding practices at Stonyhurst, they should inform one of the DSLs, the College Headmaster, SMH Headmaster, the Safeguarding Governor or the Chairman of Governors (c/o Simon Marsden, above).

Alternatively, they may contact

The Local Authority Designated Officer for Lancashire, Tim Booth on 01772 536694

or

The NSPCC Whistleblowing Helpline is 0800 0280285

Details of how to raise a concern can also be found in the Whistleblowing Policy, in the Staff Handbook, in the Child Protection Pocket Guide, in the Stonyhurst College Safeguarding Handbook and on the College VLE, Firefly.

The Designated Safeguarding Leader is responsible for:

The Designated Safeguarding Lead at Stonyhurst and St Mary's Hall is responsible for the safeguarding and child protection at their respective schools. The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or the Teaching Regulation Agency.
- Police (cases where a crime may have been committed).
- Liaise with the headmaster to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- (All cases that involve a member of staff should be reported directly to the respective Headmaster. Any concerns about the Headmaster should be referred to the Chairman of Governors without informing the Headmaster first.)

Training

The Designated Safeguarding Lead should:

- receive appropriate training in child protection as well as in inter-agency working, carried out every two years in order to:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands Stonyhurst's child protection policy and procedures, especially new and part time staff, and volunteers.
- Be alert to the specific needs of children in need, those with special educational needs, those with health care needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.

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

Raising Awareness

The designated safeguarding lead should ensure the school or college's policies are known and used appropriately. The DSL:

- Ensures the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing body regarding this.
- Ensures the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Links with the local LSCB (from 29th September 2019, Lancashire Safeguarding Children Partnership) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensures their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Liaison with a new school prior to transition is the ideal, to enable continuity of support.
- Gives regular updates to staff at INSET and other staff meetings as appropriate, and at least annually.

Additionally, LSCB 7 minute briefing documents are regularly circulated amongst pastoral staff and highlighted in staff briefings.

The Headmaster is responsible for:

- appointing a Designated Safeguarding Lead with the responsibilities specified above;
- liaising closely with the DSL and being especially attentive to any concerns raised by him or her;
- assessing the DSL's competence in the role and taking any facilitating action to ensure that Stonyhurst fulfils its Safeguarding (Child Protection) responsibilities,

and if any deficiencies or weaknesses are identified in Safeguarding (Child Protection) arrangements, he must see that these are remedied without delay;

- ensuring that all staff have basic training in line with LCSB advice Safeguarding (Child Protection) issues every three years, including two-yearly updated training for the Designated Safeguarding Leaders which also includes training on inter-agency working;
- Ensuring that all pupils across the College and SMH have an awareness of Safeguarding (Child Protection) so that they know how to treat others and how they should be treated and where to get help, information and support if required.
- providing an Induction programme for the College Committee (Senior Prefects) in September which includes Safeguarding (Child Protection) advice;
- through the College Deputy Head (Pastoral) ensuring that written guidelines are provided for all senior pupils who have positions of responsibility over younger pupils. This documentation includes the Stonyhurst Safeguarding (Child Protection) Pocket Guide for reference.

The Governing Body is responsible for:

- Undertaking an annual review of the school's Safeguarding (Child Protection) policies and procedures, and of the efficiency with which related duties are carried out. This will include meetings with the DSLs at both the College and St Mary's Hall;
- A report will subsequently be provided to the main governing body.

Procedures

Stonyhurst undertakes to implement procedures in accordance with locally agreed inter-agency protocols where applicable to independent schools, set out in **Lancashire Safeguarding Children Board's Safeguarding Children Procedures** and the accompanying **Continuum of Need and Thresholds Guidance**:

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45144>

The policy and procedures are reviewed annually and any deficiencies or weaknesses in Safeguarding (Child Protection) arrangements are remedied without delay.

This document, together with some others, is lodged with the Designated Safeguarding Lead and is available for consultation.

Staff will be informed of any amendments, which will affect Stonyhurst's Safeguarding (Child Protection) Policy.

What school and college staff should do if they have concerns about a child

If staff members have concerns about a child, they should raise these with the school's Designated Safeguarding Lead.

(An allegation of abuse involving a staff member must always be raised directly with the Headmaster. In his absence, a colleague must notify the DSL).

The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly.

Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor.

Methods of recording concerns and reporting suspicions of abuse

Stonyhurst/ St Mary's Hall uses CPOMS safeguarding software. All staff are trained in its use and use this software to record electronically any safeguarding concerns they might have.

Arrangements to deal with Allegations of Abuse against Members of Staff, Volunteers or the Headmaster.

Procedures follow the advice given in *"Keeping children safe in education" (September 2019)*

Allegations against staff or volunteers should be reported to the Headmaster (John Browne at the College, or Ian Murphy at St Mary's Hall) immediately the allegation is made.

In line with KCSiE 2019, paragraph 195, an allegation is a case:

"...in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

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

Any allegation against the Headmaster should be referred immediately to the Chairman of Governors without notifying the Headmaster first.

In the case where a criminal offence may have been committed, the police should be informed from the outset in addition to the LADO.

The Chair of Governors can be contacted through the Clerk to the Governors who is the Bursar (01254 827023) / s.marsden@stonyhurst.org.uk. Contact should be made through reception if he is not immediately available.

Where a member of staff who lives within the school premises is suspended pending an investigation of a Safeguarding (Child Protection) nature, arrangements for alternative accommodation will be made.

Mr Vincent Sharples - Designated Safeguarding Lead (01254 827032)
Mrs Jacqueline Hines – Designated Safeguarding Lead (01254 827095)
Mr Tim Booth (LADO) - Local Authority Safeguarding Team (01772 536694)
Mr Anthony Chitnis - Chair of Governors (c/o the Clerk to the Governors, Mr Simon Marsden)

The member of staff to whom the allegation has been made must make a written, signed and dated account of the allegations as soon as possible (and certainly within 24 hours).

Immediately after an allegation is received by the Headmaster/Designated Safeguarding Lead /Chair of Governors, that person must:

- i. consult the Local Authority Designated Officer (LADO) (Tim Booth's contact number is 01772 536694) and, as necessary, Diocesan Church Authority Officer. The LADO will advise on whether a referral must be made to Children's Social Care.
- ii. Countersign and date the written account of the person reporting the allegation (see 1.2).
- iii. Obtain, as necessary, further details of the allegation in writing, signed and dated by the person who receives the allegation (not the child who is the subject of the allegation).
- iv. Record any information about times, dates, locations and names of potential witnesses.

Ofsted Contact Details

We undertake to inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the Stonyhurst campus (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse that is alleged to have taken place on the campus and any action taken in respect of these allegations.

We will inform Ofsted of the abuse as soon as is reasonably practicable but at the latest within 14 days.

Ofsted
National Business Unit
2nd Floor
Royal Exchange Buildings
St Ann's Square
MANCHESTER
M2 7LA
Telephone: 08456 404040
Email: enquiries@ofsted.gov.uk
Internet: www.ofsted.gov.uk (for their most recent report online)

ISI Contact Details

ISI
Cap House
9-12 Long Lane
London
EC1A 9HA
Telephone: 0207 600 0100

Urgent initial consideration by the Headmaster of an allegation.

In all circumstances the Headmaster will refer allegations of abuse immediately to the Local Authority Delegated Officer (LADO).

- Where an allegation is made against a member of staff, there should be an urgent initial consideration by the Headmaster, of the substance of the allegation. Where the allegation is against the Headmaster, urgent initial consideration should be given by the Chair of Governors as appropriate, in consultation with the Local Authority Designated Officer, Tim Booth
- If the allegation suggests that a child has suffered or is likely to suffer significant harm, or where it is possible that a criminal act has been committed, there must be an immediate referral to Children's Social Care in accordance with Lancashire Safeguarding Children's Board Procedures.
- There will however be instances where allegations made may not require referral under local Safeguarding (Child Protection) procedures detailed above. Those instances are as follows:
 - i. Where the allegation relates to the **use of reasonable force** to restrain a pupil, in accordance with s.550A of the Education Act 1996 and DfE document-00295-2013, it will be appropriate for the Headmaster to deal with the matter at school level. (NB: An allegation pertaining to the use of reasonable force remains an allegation that must be referred to the LADO should the above mentioned definition of an allegation be met.) **Any action in or by school must be held in abeyance pending the outcome of relevant enquiries by Children's services and /or the Police.**

- ii. Where following initial consideration it is absolutely clear to the Local Authority Designated Officer and the Headmaster (or where the allegation involved the Headmaster, the nominated Governor) that the allegation is demonstrably false by virtue of the fact that the immediate circumstances of the allegation show that it would not be possible for the allegation to be true, then again the matter can be dealt with at school level. However, in these circumstances, it should be borne in mind that if a child has made an obviously false allegation, this may well be a strong indicator of abuse elsewhere which requires further exploration. The best way for this to be achieved is through an inter-agency referral in order that any underlying causes can be teased out.
- iii. The allegation may represent inappropriate or poor practice by a member of staff which needs to be considered under local disciplinary procedures.

Therefore, when any allegations are made, there are four possible outcomes which may arise from the initial discussion between the Local Authority Designated Officer and the Headmaster:

(i) Where the pupil has suffered, is suffering, or is likely to suffer significant harm, there should be an immediate referral under local Safeguarding (Child Protection) procedures established by the Lancashire Safeguarding Children's Board Procedures.

(ii) Where the child has alleged that a criminal offence has been committed, then again this will be referred under local child protection procedures and the police may carry out a criminal investigation.

(iii) The allegation may represent inappropriate behaviour or poor practice by a member of staff (which does not fall within the above categories) that needs to be considered under local disciplinary procedures.

(iv) The allegation is apparently without foundation.

Allegations that call for immediate referral to Safeguarding (Child Protection) Agencies

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

- The priority must be to determine whether a child or children are at risk of significant harm and are in need of protection. If this appears to be the case there should be an immediate referral by the Headmaster to Children's Social Care in accordance with the Lancashire Area Safeguarding (Child Protection) Procedures. Where the Headmaster is the subject of the allegation, the Local Authority will undertake this in liaison with the Chair of Governors of the school.

- Subsequent action will be in accordance with the Lancashire Area Safeguarding (Child Protection) Procedures. Early action to establish the nature of the allegation and consideration of whether it should be investigated should be undertaken in such a way that it does not prejudice any such subsequent action. There must be no interference with evidence. Any investigation is a matter for Children's Social Care or the Police.
- The Local Authority Designated Officer for Allegations is Tim Booth at the LCC Safeguarding Unit and his telephone number is 01772 536694

Allegations that may require urgent referral to Safeguarding (Child Protection) Agencies

- It is important for the Headmaster to act quickly. It is also important to recognise that establishing whether an allegation warrants further investigation is not to form a view on whether the allegation is to be believed. At this stage a Headmaster should not investigate the allegation itself, or interview pupils, but should consider, in consultation with the Local Authority Designated Officer (LADO) and, as necessary, the Diocesan /Church Authority Officer, whether the allegation requires further investigation and, if so, by whom. Only if the allegation was trivial or demonstrably false, would a further investigation not be warranted.
- Where the Headmaster, in consultation with the LADO, believes that the allegation warrants investigation there should be a consideration as to whether an immediate consultation with Children's Social Care is required.
- Stonyhurst undertakes to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. SEE APPENDIX 1.
- where it is believed, following consultation with the Local Authority Designated Officer, that the child or children is/are not at risk of significant harm, consideration should be made as to the need for disciplinary action. If that is the case, it would be necessary to investigate at school level and subsequently to consider whether disciplinary action is required under the School's Discipline, Suspension and Dismissal Procedure. Where a teacher has been dismissed (or would have been dismissed had he/she not resigned), and where a prohibition order may be appropriate, consideration will be given to making a referral to the Teaching Regulation Agency (TRA) SEE APPENDIX 1. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence.' Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in Teacher misconduct: the prohibition of teachers (October 2015): <https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3> Further guidance is also published on the TRA website: <https://www.gov.uk/government/organisations/teaching-regulation-agency>

- In the case of an allegation against the Headmaster, action will be undertaken by the Chair of Governors in accordance with LCSB policy.

Allegations against Students

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence, physical abuse, initiation/hazing type violence and rituals, sexual assaults/ harassment / violence and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Procedures for dealing with abuse by one or more pupils against another pupil (Peer on Peer Abuse)

Such cases will be treated as with any Safeguarding (Child Protection) allegation as set out in this policy and advice will be taken from Lancashire CC's Schools' Safeguarding Officer in the first instance. (See also the Anti-Bullying Policy).

Andrea Glynn	01772 531196
Jenny Ashton	01772 531196
Matt Chipchase	01254 220989

A bullying incident will be treated as a child protection concern if there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Staff recognise that children are capable of abusing their peers; peer on peer abuse is not allowed to pass as "banter" or "part of growing up". Such abuse can be manifested in a number of ways, including bullying (including cyberbullying), gender-based violence, sexting, sexual touching/ assault or subjection to initiation/hazing type violence. Victims of peer on peer abuse will be supported in the same way as victims of other types of abuse, with, where appropriate, reference to government guidance such as "Sexting in schools and colleges" published by the UK Council for Child Internet Safety. Perpetrators of abuse will equally be supported as often their behaviour is a result of other issues they may face in their lives. However they should still receive an appropriate sanction for their actions where appropriate.

In order to minimise the peer on peer abuse taking place the school adopts a number of preventative strategies:

- PSHE programme where students are taught about the concept of peer on peer abuse, what it is, how it takes place and the impact it has on others;
- An ongoing series of outside speakers and workshops e.g. Standing Tall, Diana Award Anti Bullying Day, Brave the Rage;
- The teaching of positive relationships, bullying, kindness through the PSHE programme;
- The work of the Chaplaincy;
- Staffing of key areas of the school as outlined in the Supervision of Pupils Policy.

Sexual Harassment and Violence between Children

This is "unwanted conduct of a sexual nature" that can occur online and offline. Evidence shows that girls, children with SEND and LGBT children are at greater risk. Stonyhurst is conscious that child on child sexual violence and sexual harassment is on the increase nationally. This type of behaviour between students is likely to

- Violate a child's dignity
- Make them feel intimidated, degraded or humiliated
- Create a hostile or sexualised environment

Example of this type of behaviour includes:

- Sexual comments, e.g. telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour – deliberately brushing against someone, interfering with someone's clothes, displaying pictures, photos or drawing of a sexual nature
- Online sexual harassment e.g. non-consensual sharing of sexual images and videos; sexualised online bullying; unwanted sexual comments and messages, including, on social media and sexual exploitation; coercion and threats
- Grabbing bottoms, breast, genitalia
- Flicking bras and lifting up skirts

Stonyhurst's position on sexual violence or harassment is robust. Staff are aware that:

- it is not acceptable, will not be tolerated and is not an inevitable part of growing up;
- they should never tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys will be boys"
- they should always challenge behaviours (potentially criminal in nature) Dismissing or tolerating such behaviours risks normalising them

Advice on how to prevent and respond to reports of sexual violence and harassment between children can be found at <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Allegations against a student

A student against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply.

If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LEA's Schools' Safeguarding Officer, parents are informed as soon as possible and that the student is supported during the interview by an appropriate adult. In the case of students whose parents are abroad, the student's education guardian will be requested to provide support to the student and to accommodate him/her if it is necessary to suspend him/her during the investigation.

Where an allegation is made against a student, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed.

Training

The Headmaster and all staff receive appropriate INSET training on Safeguarding Children at least every three years, including temporary and voluntary staff. In addition, staff will receive regular refresher training, at appropriate intervals (but at least annually) to keep up with relevant safeguarding and child protection developments. This may come in the form of email updates, staff inset, pastoral team meetings etc. All ancillary staff receive safeguarding training. In addition, the College Committee (senior prefects) and the SMH Committee also receive training appropriate to their positions.

Professional Confidentiality and Information Sharing

We will share information to protect a child, having taken advice from the Designated Safeguarding Lead and, if necessary, Lancashire Safeguarding Children's Board (and from 29th September Lancashire Safeguarding Children Partnership).

Anyone approached by a pupil regarding safeguarding issues should follow the advice in the pocket guide on Safeguarding (Child Protection).

Members of staff to whom pupils disclose Safeguarding (Child Protection) matters must be sensitive in explaining that the information they receive might have to be passed on to others. On no account should any guarantee of confidentiality be given to the pupil concerned.

The member of staff must only ask 'open' questions.

Pupils making disclosures of alleged abuse in good faith will be protected.

The above is informed by the documents: Information Sharing: Guidance for Practitioners and Managers" published by HM Government and in particular the section on "[The Seven Golden Rules for Information Sharing](#)".

KCSIE (2019) para 76: 'Information sharing is vital in identifying and tackling all forms of abuse and neglect'.

Use is also made of the Government link: <http://www.education.gov.uk>

Informing parents: If you are referring safeguarding concerns to Children's Social Care (CSC), you will be asked if you have discussed the concerns with the parents. The implication of this question is that you should have done so prior to the referral. However, in certain circumstances; when informing parents puts the child (or others) at increased risk, it is not appropriate to inform parents. If your referral is in these circumstances, you need to make the referral without parental consent. In certain cases, informing parents can place children at additional risk, so it is important not to inform them in these cases. Clearly, the aim of working to safeguard children is to ensure children are safer after the

intervention. There are three specific sets of circumstances where parents should not be informed about safeguarding concerns:

1. Fabricated and induced illness is suspected.
2. Forced Marriage is suspected.
3. Familial sexual abuse is suspected.

Records and Monitoring

Well-kept records are essential to good Safeguarding (Child Protection) practice. Stonyhurst is clear about the need to record any child protection concerns held about a pupil. Stonyhurst is also aware that such records must be kept confidential and secure until such time, if judged necessary, they are passed over to appropriate outside authorities.

These records will comprise concerns, in writing, passed to the Designated Safeguarding Leader by his or her colleagues. Each pupil about whom a note has been received will have an individual file, chronologically ordered, and locked with other Safeguarding (Child Protection) documentation, separate from other College records. Stonyhurst / St Mary's Hall uses CPOMS safeguarding software to store this information.

Each pupil about whom a Safeguarding (Child Protection) File has been opened will be the subject of a discussion between the DSL and the Headmaster. The likely outcome of the discussion will be to inform the pupil's Head of Playroom, Pastoral Head and Tutor, in order to ensure still more effective monitoring of the area of concern.

Through the procedure explained in the preceding paragraph, specific pastoral staff will be aware that a pupil is being monitored for Safeguarding (Child Protection) purposes. Nonetheless, it is the responsibility of all staff to pass on their concerns about any pupil to the DSL, whether or not they have been informed that a specific pupil is being monitored.

The DSL is responsible for collating the concerns lodged in a pupil's Safeguarding (Child Protection) File and in consultation with the Headmaster decides whether the case warrants referral to the Children's Social Care.

The Safeguarding (Child Protection) File of any pupil who leaves Stonyhurst for another school will be transferred to the authorities of that school.

Attendance at Safeguarding (Child Protection) Conferences

In the event of a Safeguarding (Child Protection) Conference (which involves Children's Social Care) being convened for a Stonyhurst pupil and an invitation being received from the Chair of the Conference to the College, the DSL would attend.

Supporting Pupils at Risk

Stonyhurst recognises that any pupil who has been a victim of sexual, physical or emotional abuse, or the abuse of neglect, may find it difficult to develop a sense of self-worth, and

exhibit behaviour that is challenging and defiant. Stonyhurst accepts that it is necessary to take this into account in determining disciplinary sanctions against such pupils. Stonyhurst also accepts that pupils who have experienced abuse may be inclined to abuse others and that such abuse requires a considered and sensitive approach to all those involved.

Stonyhurst endeavours to support pupils through:

- the structure of Pastoral Care throughout the school, in particular the support of the College Deputy Head (Pastoral), SMH Assistant Head (Pastoral) Head of Playrooms, Pastoral Heads, Class Teachers, Tutors and Chaplains;
- the close attention of the Senior Management of the school in serious cases;
- the availability of the School Counsellor or other professional help;
- whole school and Playroom Masses, other aspects of the religious life of the College and morning assemblies;
- the PSHE programme which emphasises the development of self-esteem in a variety of situations, self-motivation, and how to stay safe, including on-line;
- a commitment to develop productive, supportive relationships with parents, if it is in the pupil's interest to do so.

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Stonyhurst acknowledges that abuse can also take place wholly online or technology may be used to facilitate offline abuse.

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

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

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

Sexual abuse (*see also p19 of this policy*): 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.

The Voyeurism (Offences) Act 2019 made *upskirting* a criminal offence. (KCSIE 2019 paragraph 27).

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

Signs of abuse

Possible signs of abuse include, but are not limited to:

- the pupil says he/she has been abused or asks a question or makes a comment which gives rise to that inference;
- there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the pupil's development is delayed; the student loses or gains weight or there is deterioration in the student's general wellbeing;
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;

- the pupil is reluctant to go home, or has been openly rejected by his/her parents or carers;
- inappropriate behaviour displayed by other members of staff or any other person working with children, e.g. inappropriate sexual comments, excessive one to one attention beyond the requirements of their usual role or responsibilities, or inappropriate sharing of images.

The Lancashire Safeguarding Children Board can provide advice on the signs of abuse and the DfE advice [What to do if you're worried a child is being abused](#) (2015) provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice. On 29th September 2019 this will become the Lancashire Safeguarding Children Partnership.

[Keeping children safe in education 2019](#) also acknowledges the following as specific safeguarding issues. Some of these issues are covered in this policy. In addition, further details can be found in the College Safeguarding Handbook and as part of the regular programme of safeguarding updates provided to staff throughout the year.

- children missing from education
- children missing from home or care
- children and the court system
- children with family members in prison
- child sexual exploitation
- child criminal exploitation: county lines
- homelessness
- bullying including cyberbullying
- domestic abuse
- drugs
- fabricated or induced illness
- faith abuse
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls
- mental health
- private fostering
- peer on peer abuse
- preventing radicalisation
- radicalisation
- sexting
- sexual violence and sexual harassment between children in schools
- teenage relationship abuse
- trafficking
- hate
- missing children and adults

Child Sexual Exploitation: involves exploitative situations, contexts and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. 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 involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people, who are being sexually exploited, do not exhibit any external signs of this abuse.

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

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late and
- Children who regularly miss school or education or do not take part in education

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

[Child sexual exploitation: Definition and a guide for practitioners](#) (DfE 2017)

Honour-based' violence (HBV)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve Children's Social Care as appropriate.

Female Genital Mutilation:

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

All staff are particularly reminded that current statutory guidance requires that a teacher must report personally to the police, cases where they discover that an act of female genital mutilation appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with Designated Safeguarding Lead and involve Children's Social Care as appropriate.

Contact details for reporting Diversity and Hate Crime including FGM to the local police: 01254 353540

Radicalisation and 'The Prevent Duty'

The College and SMH have a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The DSLs at the College and SMH are Stonyhurst's Prevent leads.

The College aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The College is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The College has adopted the Government's definitions for the purposes of compliance with **The Prevent Duty**:

Extremism: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas";

Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism".

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 radicalisation may display different signs or seek to hide their views. College staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to **Channel**.

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others;
- plotting or conspiring with others.

Protecting children from the risk of radicalisation is part of the College's 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.

Concerned staff should report their concerns to the DSL and this will be given serious consideration before further action, including contact with Children’s Social Care within 24 hours. Where children are at immediate risk of harm, the police should be informed immediately. Any referral should be recorded on CPOMS.

Contact details for advice about extremism: Contact Channel – DS1436 Maxine Monks
01772413029

There is an interim arrangement in place in Lancashire so that any concerns about a young person should go to Matt Chipchase or Jenny Ashton (Education Early Support Coordinators) (01772 531196 / 01772 531643). Any information on training/policies/procedures should be directed to the Duty Quality and Review Manager (01772 531196).

Stonyhurst staff receive Prevent training. Teachers usually undertake the Home Office online training course; other colleagues (domestics and catering staff and any who come into contact with pupils, receive training from the DSL).

Stonyhurst: A Safe Environment

Stonyhurst is committed to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks to ensure compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education (DfE): *Keeping Children Safe in Education* September 2019 (KCSIE) and any guidance or code of practice published by the Disclosure and Barring Service (DBS). It is a requirement of employment at Stonyhurst that all staff should read **and understand** Part 1 of the DfE document: *Keeping Children Safe in Education*. Full details of the College’s safer recruitment procedures are set out in the College’s Recruitment, Selection and Disclosure policy.

To help ensure appropriate staff/pupil relationships, all staff should read and follow the guidelines published in the document “Safer Working Practices for Staff” found in the Staff Handbook. This is adapted from the national guidance document “Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings”. A copy is sent to all members of staff via the Staff Handbook.

All employees and volunteers at Stonyhurst will be informed of the school’s approach to Safeguarding (Child Protection) and our commitment to safeguarding children and young people. They will also be made aware of our Safer Recruitment in Education Policy in line with Part 3 of *Keeping children safe in education*.

The Headmaster reserves the right to contact not only recent employers, but also any previous employer of a potential employee of Stonyhurst to ensure that that person has given no cause for concern in Safeguarding (Child Protection) issues nor been subject to any disciplinary issues involving children.

Should an allegation be made against any member of staff, the DSL will advise about procedures and direct him/her to the relevant advisory material.

The School will seek to obtain reasonable assurances that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils on another site.

The Stonyhurst Campus is risk assessed annually and any arising issues are dealt with by Senior Management in conjunction with other co-opted staff.

Approval of Visiting Speakers

The suitability of visiting speakers is checked by the Senior Deputy Head at the College and the Assistant Head (Pastoral) at SMH. In most cases this forms part of the calendar preparation process, and in cases where there is no corresponding entry in the calendar staff / pupils are required to seek the approval of the Senior Deputy Head or Assistant Head (Pastoral) before making arrangements for the visit.

Visitors are met on arrival by staff and are supervised throughout their visit.

Children Missing from Education

Where possible, pupils who are missing from school will have a home visit from a member of the Pastoral team. After being absent for 10 days, contact will be made with the Lancashire Missing Education Officer and parents will be informed by a letter of referral.

Pamela Kornecki, Children Missing Education Officer, Lancashire County Council
01254 220690/07900405948

As part of their safeguarding training, staff are alerted to the scope of triggers which cause children to go missing from school, including travel to conflict zones, female genital mutilation forced marriage, radicalisation and child sexual exploitation.

The School shall inform the local authority (within which the student resides when not at the School) of any student who is going to be deleted from the admission register where he /she:

- has been taken out of school by his /her parents and are being educated outside the school system e.g. home education
- has ceased to attend the School and no longer lives within reasonable distance of the School
- has been missing from education on repeat occasions, resulting in safeguarding or child protection concerns has been certified by the School medical officer as unlikely to be in a fit state of health to attend School before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the School after ceasing to be of compulsory school age
- is in custody for a period of more than four months due to a final court order and the School does not reasonably believe he/she will be returning at the end of that period or has been permanently excluded

The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than the deletion of the student's name from the register. This will assist the local authority to:

- fulfil its duty to identify children of compulsory school age who are missing from education and
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect

Missing Pupil Policy

There are two parts to this document: the first explains the policy, and the second is intended to be used as a 'quick guide' which will lead the user step by step through the correct procedure.

For the purposes of this policy a 'missing pupil' is broadly defined as a pupil who is not where (s)he should be at a particular time. There could be any number of reasons for this, ranging from the potentially extremely serious, to the mundane.

It is for the Head of Playroom or Pastoral Head, based on his or her knowledge of the individual concerned, the time and day, and other relevant factors, to decide which of the following categories the absence falls into:

Category 1 – Urgent

The pupil is not where he or she is supposed to be; the whereabouts are unknown and there is cause for serious concern about the person's welfare.

Example: there is a real or implied threat of suicide or self-harm, or factors are known which suggest that the pupil might be in significant danger.

Example: a pupil is missing from the health centre having been feeling extremely unwell.

Category 2 - Less urgent

The pupil is not where (s)he is supposed to be; the whereabouts are unknown, but there is no particular cause for concern about the person's welfare.

Example: a pupil is late back from an exeat.

Example: a pupil who was registered present at 8.20 does not turn up to Period 1.

The category chosen will determine subsequent procedure.

Procedure to be followed for Category 1 – Urgent

The Pastoral Head (or another responsible adult) should attempt to make verbal contact with the pupil by mobile phone. Mobile phone numbers are kept by Pastoral Heads, and are checked each term.

At the college:

Other pupils may be able to provide a satisfactory account of the missing person's whereabouts, enabling the absence to move to Category 2. A search of the most likely areas of the premises should be conducted. If these avenues fail to resolve the problem the Deputy Head (Pastoral) and / or Deputy Head (Higher Line) should be contacted immediately, and, after consultation, a decision taken as to whether the police should be

called. At this stage, and subsequently at frequent and regular intervals throughout the incident, parents or guardians should be kept abreast of all developments.

The decision as to when a Category 1 'Urgent' absence becomes a Critical Incident rests with the Headmaster.

At SMH:

Other pupils may be able to provide a satisfactory account of the missing person's whereabouts, enabling the absence to move to category 2.

The Deputy Head/Assistant Head (Pastoral) will check the individual tuition time tables and the signing out register. If at this stage the pupil is still not found a search of the most likely areas of the premises should be conducted. If these avenues fail to resolve the problem Assistant Head (Pastoral) and / or Deputy Head should be contacted immediately, and, after consultation, a decision taken as to whether the police should be called.

At this stage, and subsequently at frequent and regular intervals throughout the incident, parents or guardians should be kept abreast of all developments.

The decision as to when a Category 1 'Urgent' absence becomes a Critical Incident rests with the Headmaster.

Procedure to be followed for Category 2 – Less Urgent

Other pupils may be able to provide a satisfactory account of the missing person's whereabouts. The Head of Playroom, Pastoral Head (or another responsible adult) should attempt to make verbal contact with the pupil by mobile phone, either by voice or text. Mobile phone numbers are kept by Pastoral Heads, and are checked each term.

If these avenues fail to resolve the problem it is appropriate, during the daytime, to wait until the next official roll call or registration, or for three hours (whichever is sooner).

If at this stage the pupil is still unaccounted for, the absence should be re-categorised as 'Urgent' and the Deputy Head (Pastoral) and / or Deputy Head (Higher Line) should be informed.

At SMH other pupils may be able to provide a satisfactory account of the missing person's whereabouts. The Deputy Head/Assistant Head (Pastoral) will check the individual tuition time tables and the signing out register.

If at this stage the pupil is still unaccounted for, the absence should be re-categorised as urgent and the Deputy Head/Assistant Head (Pastoral) should be informed.

Missing Pupil Policy

Procedure to be followed:

SEE APPENDIX 4 (College), APPENDICES 5a and 5b (SMH)

Training:

All staff are given regular training in Safeguarding matters.

The Designated Safeguarding Lead will receive formal Level 4/5 training every two years as will his Deputies through Lancashire Safeguarding Children's Board. Pastoral Heads will receive appropriate training. New staff receive induction training in safeguarding matters.

The Deputy Head (Learning) in consultation with the Deputy Head (Pastoral), arranges training in pastoral matters. This takes the form of 'Whole Staff INSET', at least annually, and courses for individual members of staff through the Local Authority, the Boarding Schools Association, HMC and other professional organisations.

Code of Conduct for Governors, Staff and Volunteers

Every employee and governor of the school as well as every volunteer has received a copy of Part 1 of the document *Keeping Children Safe in Education (2018)* and has indicated that they have read and understood the document. A copy of the document is also available on Firefly under Safeguarding.

Every employee and governor of the school as well as every volunteer has a duty to:

- Provide a safe environment in which pupils can learn
- Be alert to the signs of abuse, neglect and radicalisation and to question the behaviour of children and parents so that they are able to identify cases of pupils who may be in need of help or protection
- Protect pupils identified as in need of extra help or who are suffering or likely to suffer significant harm
- Be aware of the College's child protection procedures and follow them
- Know how to access and implement the College's child protection procedures, independently if necessary
- Keep a sufficient record of any significant complaint, conversation or event in accordance with this policy
- Take appropriate action in the interests of the child in accordance with this policy, including reporting matters of concern to the Designated Safeguarding Lead and working with other services as required.

Staff should also ensure that they adhere to the recommendations of the Stonyhurst **Safer Working Practices Policy**, which advises on use of social media, breach of trust, whistleblowing procedures, contact with children outside the classroom etc.

Staff should:

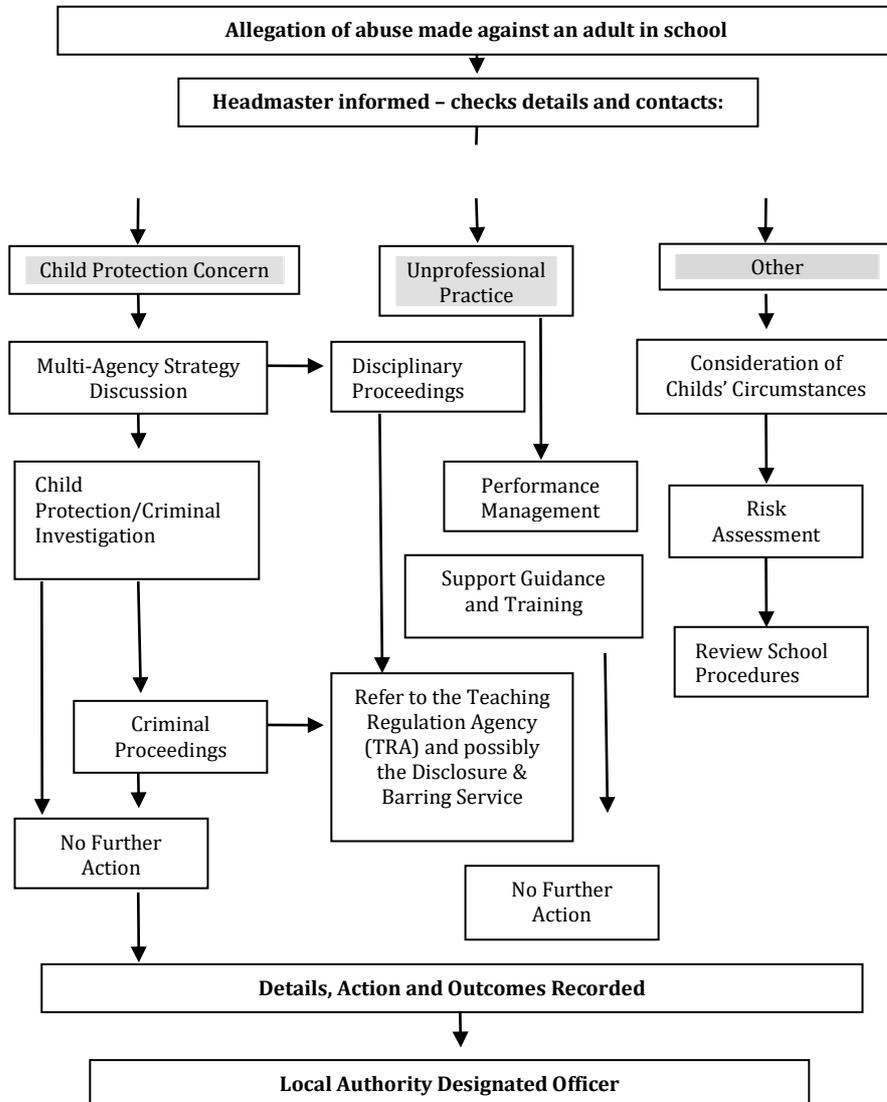
- Treat everyone with respect;
- Provide an example for others;

- Respect a young person's right to privacy;
- Provide access for young people to talk to others about any concerns they may have;
- Recognise, and allow for, the special needs of young people disabilities and learning difficulties;
- Encourage young people and adults to point out attitudes or behaviour that they do not like;
- Avoid inappropriate physical contact;
- Remember that someone else might misinterpret your actions, no matter how well intended;
- Recognise that special caution is required in sensitive moments of counselling when dealing with bullying, bereavement or abuse;
- Respect the cultural, religious and ethnic backgrounds of those you work with;
- Be prepared to identify children who may benefit from early help

Staff should not:

- Permit abusive peer activities (e.g. bullying, sexual or racial harassment etc.);
- Have any inappropriate physical contact with young people;
- Jump to conclusions about others without checking the facts;
- Show favouritism to any individual;
- Be drawn into inappropriate attention seeking behaviour such as crushes or tantrums;
- Make suggestive remarks or gestures;
- Rely on their good name to protect them;
- Believe 'it could never happen to me';
- Interview vulnerable young people on their own;
- In listening to pupils, staff should never ask leading questions.

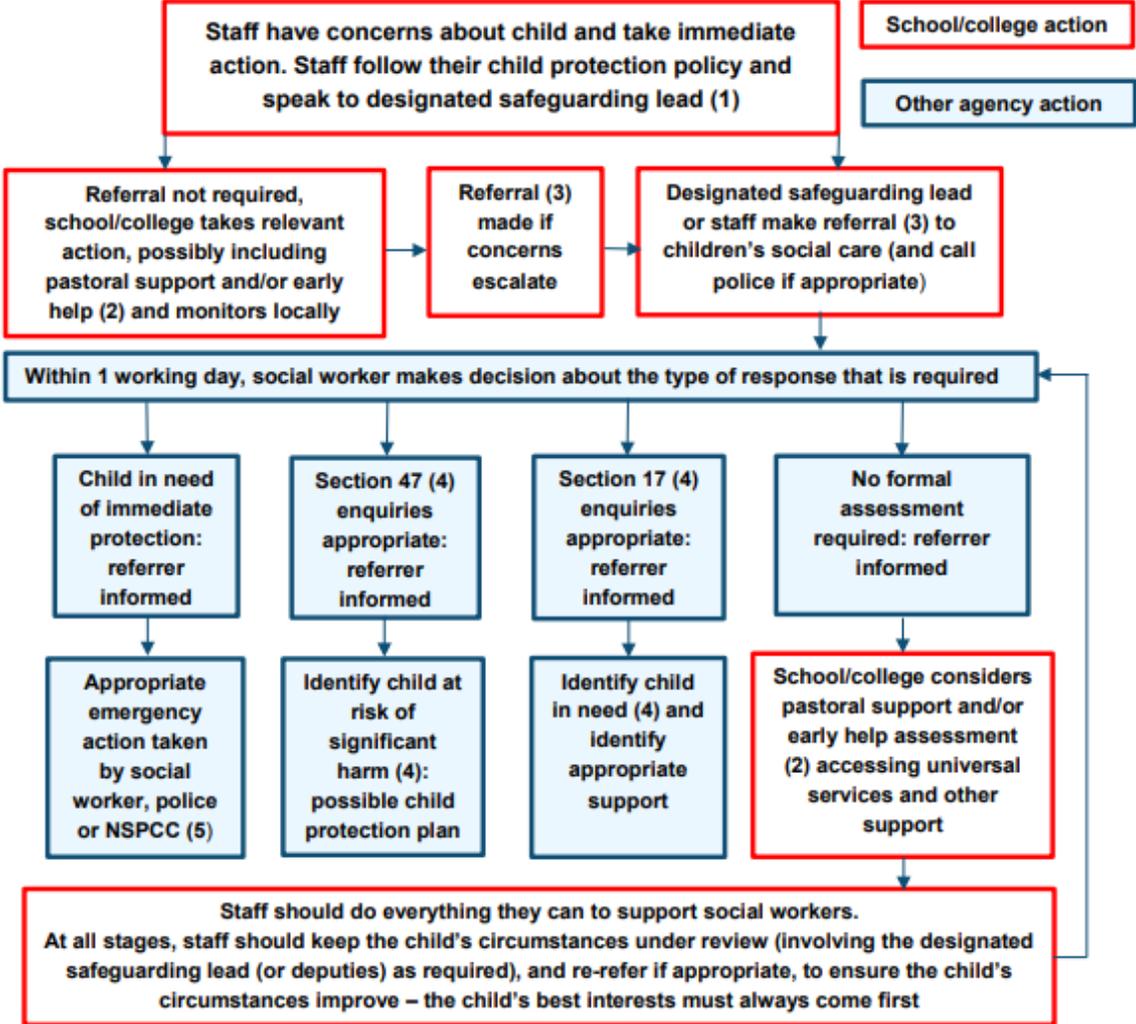
APPENDIX 1- SAFEGUARDING POLICY
Incident Management (Safeguarding)
Flowchart for responding to allegations of abuse by an adult in school



The latest training for teaching staff who required a refresher course occurred on Thursday 29th August 2019. A register of staff who have attended safeguarding training is kept with the HR Department. Staff receive training regularly. Part-time and voluntary staff are included in the arrangements. Specific e-safety training has been included. New staff receive training as part of their induction programme.

APPENDIX 2 – SAFEGUARDING POLICY (from KCSIE 2019)

Actions where there are concerns about a child



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

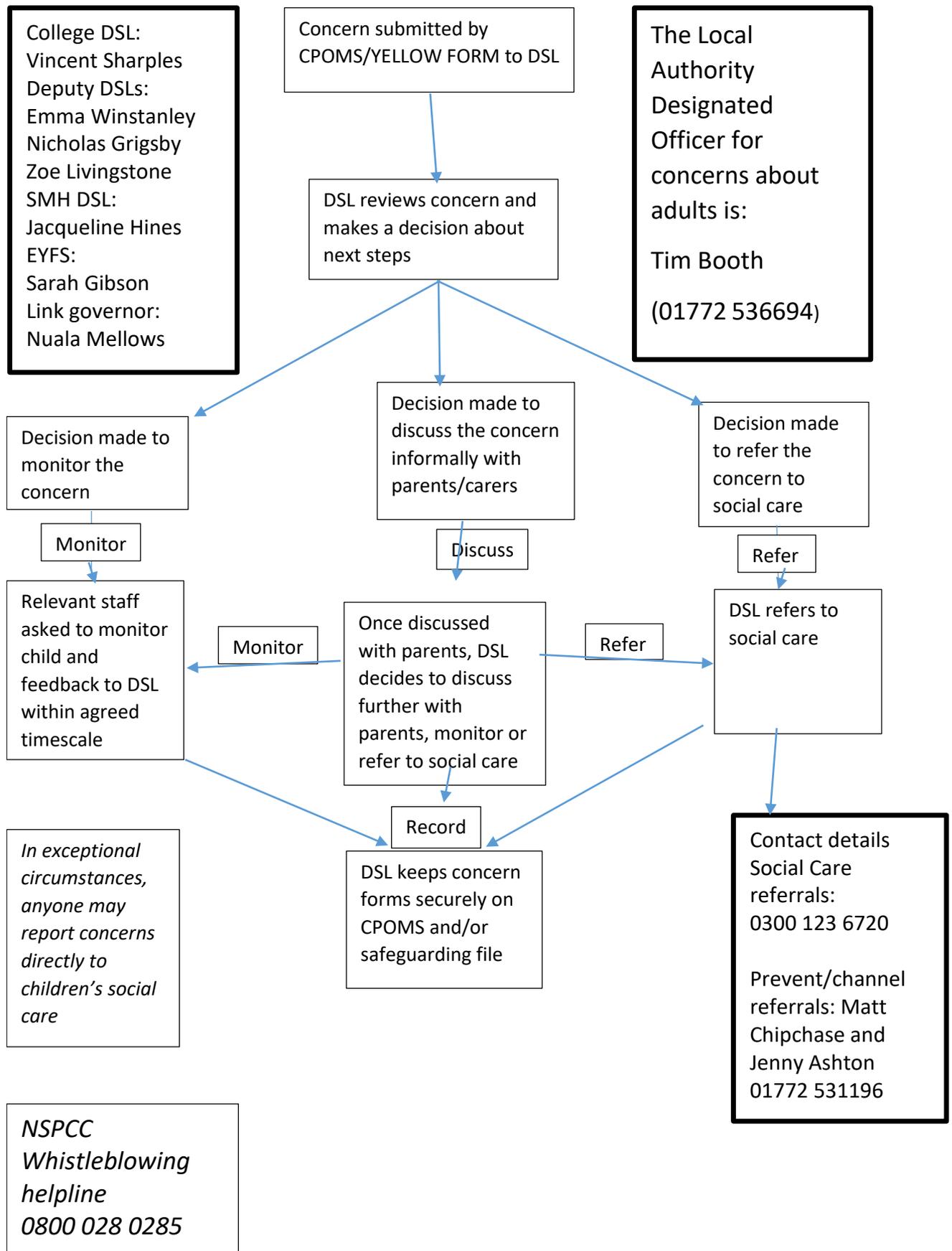
(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance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

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

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

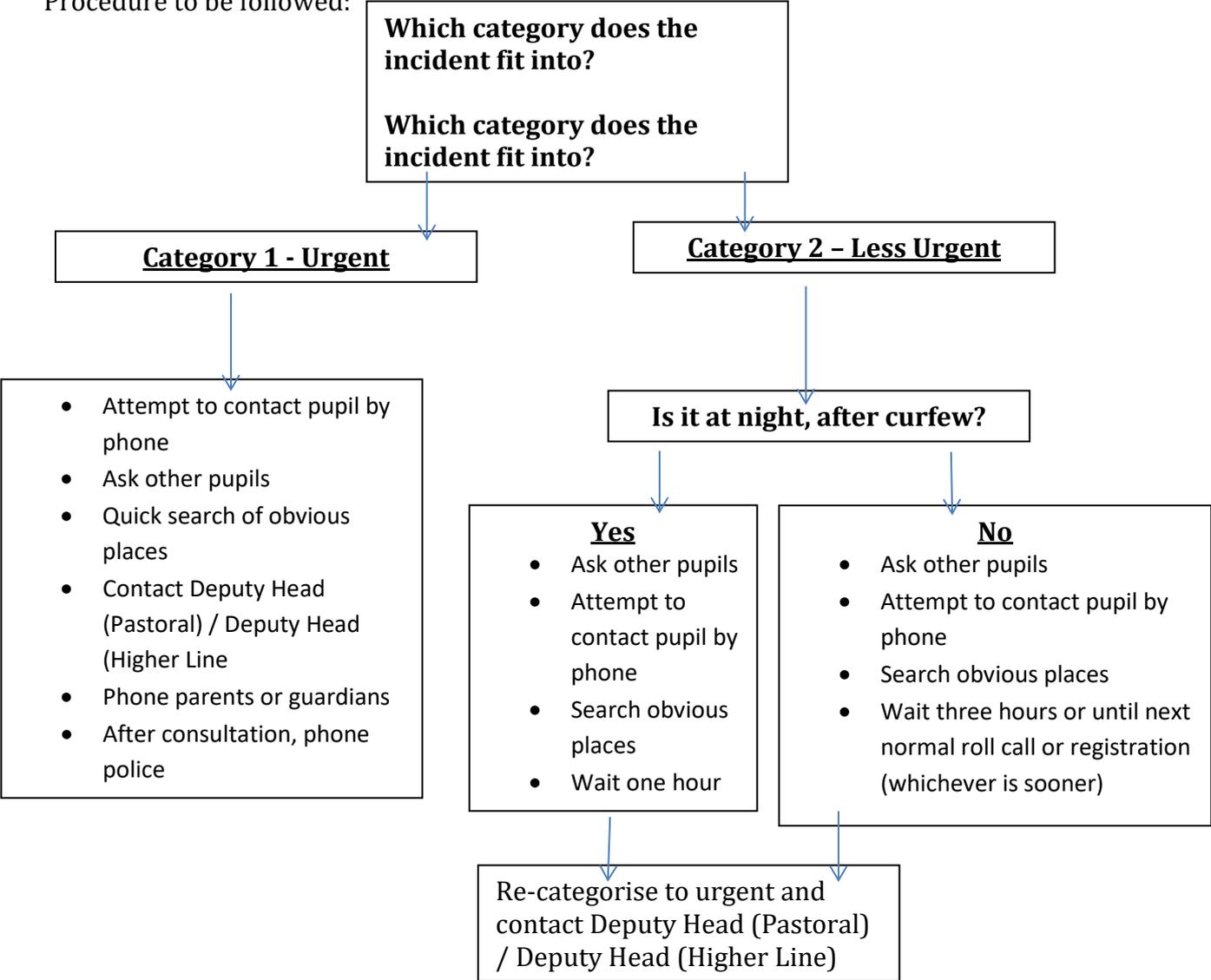
APPENDIX 3 - FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



APPENDIX 4- SAFEGUARDING POLICY

Missing Pupil Policy

Procedure to be followed:



APPENDIX 5A – SAFEGUARDING POLICY – Missing Pupil Policy EYFS and pre-prep

Missing Pupil Policy EYFS and Pre-Prep

Procedure to be followed:



Category 1 - Urgent

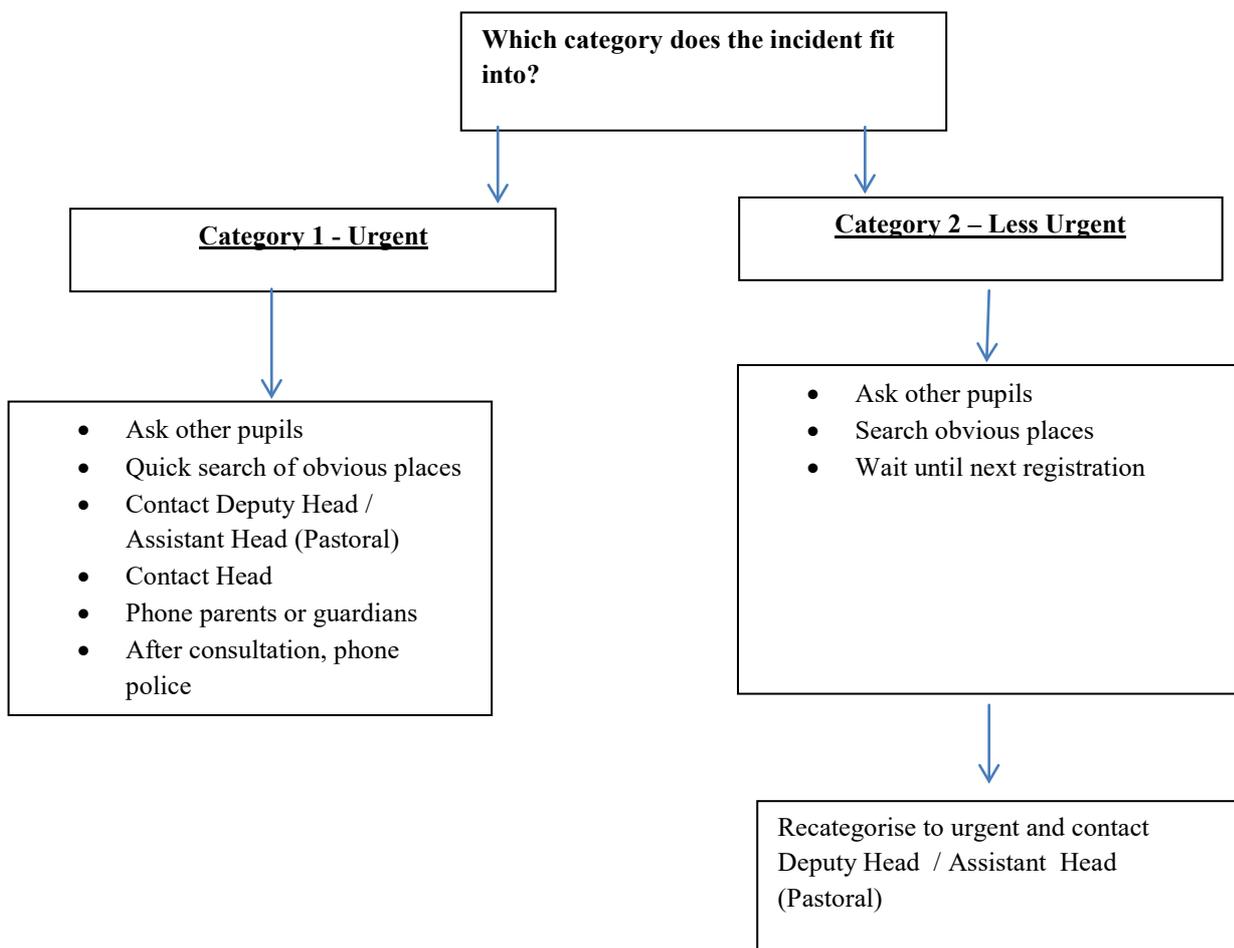


- Ask other pupils
- Quick search of obvious places
- Doors and gates checked
- Contact head of Pre-Prep/Foundation Stage Co-Ordinator
- Phone parents or guardians
- After consultation, phone police

Appendix 5B SAFEGUARDING POLICY - Missing Pupil Policy - Lower prep – Rudiments

APPENDIX 5 b

Missing Pupil Policy Lower Prep-Rudiments Procedure to be followed:



APPENDIX 6 – Missing Child Policy (EYFS and KS1)

St Mary’s Hall, Pre-Prep

Policy statement

Children’s safety is our highest priority, both on and off the premises. Every attempt is made to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing, staff alert the Head of Pre-Prep or Foundation Stage Coordinator, in the first instance.
- A full headcount is taken against the register to ensure no other child is missing.
- Staff will carry out a thorough search of the building and surrounding area.
- Doors and gates are checked to see if there has been a breach of security.
- If the child is not found, the Assistant Head (lower school) and the Headmaster are informed and a more thorough search of the whole school grounds is conducted.
- If that action fails to locate the child, parents/guardians, or other suitable person, will be contacted to notify them of the situation.
- If child is still “missing”, the police will be contacted. NB. This serves as a maximum set of parameters. Timings for notification will be shortened in accordance with the circumstances and time of day that the child is reported as “missing”.

Child going missing on an outing

- As soon as it is noticed that a child is missing, the staff members on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone missing.
- One staff member searches the immediate vicinity, but does not search beyond that.
- Our senior staff member on the outing contacts the police and reports that a child is missing.
- The Headmaster is contacted immediately and the incident is recorded.
- Parents are contacted.
- Our staff take the remaining children back to the setting as soon as possible.
- According to the advice of the police, a senior member of staff should remain at the site where the child went missing and wait for the police to arrive.
- Our staff keep calm to avoid other children become anxious or worried.

The investigation

- Ofsted are informed as soon as possible and kept up-to-date with the investigation.

- We will explain the process of the investigation to the parent(s) who may also raise a complaint with us or Ofsted.
- A full investigation is carried out, taking written statements from all our staff and volunteers who were present.

Each member of staff present writes an incident report detailing:

- The date and time of the incident.
 - Where the child went missing from e.g. the setting or an outing venue.
 - Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
 - When the child was last seen in the premises/on the outing, including the time it is estimated that the child went missing.
 - What has taken place in the premises/on the outing since the child went missing.
 - The report is counter-signed by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened – lessons learnt, procedures reviewed.
 - If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation including interviewing staff and parents. Children’s social care may be involved if it seems likely that there is a child protection issue to address.
 - In the event of disciplinary action needing to be taken, Ofsted are advised.
 - The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The other children are also sensitive to what is going on around them; they too may be worried. Our remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children’s questions sensitively and honestly in a reassuring manner.
- Our staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- They may be the understandable target of parental anger and they may be afraid. We ensure that any staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents may feel angry and fraught. They may want to blame our staff and may single out one staff member over others. When dealing with a distraught and angry parent there should always be two members of staff, one of whom is a senior manager. No matter how understandable the parent’s anger may be,

aggression or threats against our staff are not tolerated and the police should be called if this is the case.

- In accordance with the severity of the final outcome, our staff may need counselling and support.
- Our staff must not discuss any missing child incident with the press. Statements to the press may only be made by the Headmaster or a delegated colleague.

APPENDIX 7 – Uncollected Child Policy (EYFS and KS1)

St Mary's Hall, Pre-Prep

Policy statement

In the event that a child is not collected by an authorised adult, by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their child will be properly cared for.

Procedures

Parents are asked to provide the following specific information when their child starts attending Stonyhurst which is recorded on their child's Registration Form:

- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Who has parental responsibility for the child.
-
- Parents make the school aware about any person who does not have legal access to the child or who have not been given permission to collect their child for any reason.
 - On occasions when parents are aware that they will not be at home or in their usual place of work, we encourage them to inform us of how they can be contacted.
 - On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child written permission with details of the name, address and telephone number of the person who will be collecting their child. A password is agreed to verify the identity of the person who is to collect their child; this information is recorded on the Collection Details form which is available in Hodder House.

- Parents are informed that, if they are not able to collect the child as planned, they must inform the school so that we can begin to take back-up measures.
- If a child is not collected at their expected collection time, we follow the procedures below:
 1. Check the message book/message boards and ask staff if they have been informed verbally or via email about changes to the normal collection routines.
 2. If no information is available, parents/carers are contacted at home or at work.
 3. If this is unsuccessful, other adults who are authorised by the parents to collect their child are contacted.
 4. All reasonable attempts are made to contact the parents or nominated carers.
 5. The child does not leave the premises with anyone other than those with given permission from parents/carers.
 6. If in Teatime Club hours, the child will be cared for within this facility.
 7. If no-one collects the child after Teatime club has closed and efforts to contact designated persons have failed, the child be cared for by duty staff in Prep playroom until 6:15pm and will then join the Boarding pupils. After consultation the police and the Local Authority social care (0300 123672 or 03001236721-out of hours and weekends) will be contacted and the child will be cared for by boarding staff in the short term. This procedure ensures the safety and welfare of the child without removing them from the school setting.
 8. The child stays at the setting until they are safely collected either by the parents, designated collection person or by a social care worker.
 9. Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
 10. Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
 11. We ensure that the child is not anxious and do not discuss concerns in front of them.
 12. A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked.
- Ofsted may be informed (08456 404040) and ISI may also be informed (0207 600 0100).

APPENDIX 8 – Use of Mobile Phones and Cameras in EYFS

St Mary's Hall, Pre-Prep

Policy statement

We take steps to ensure that there are effective procedures in place to protect children and young people from the unacceptable use of mobile phones and cameras in the setting.

Procedures

Personal mobile phones

- Personal mobile phones belonging to our staff and volunteers are not used on the premises during working hours but may be used whilst on breaks when no children are present, and only on school equipment.
- At the beginning of each individual's shift, personal mobile phones should be stored away.
- In the event of an emergency, personal mobile phones may be used in privacy, where there are no children present, with permission from the Head of Pre-Prep or Foundation Stage Coordinator.
- Our staff and volunteers ensure that the SMH reception telephone number (01254 826242) is known to immediate family and other people who need to contact them in an emergency.
- If our members of staff or volunteers take their own mobile phones on outings, for use in the case of an emergency, they must not make or receive personal calls as this will distract them.
- Our staff and volunteers will not use their personal mobile phones for taking photographs of children on outings.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. Visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.

Cameras and videos

- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting whilst children are present.
- Camera and video use is monitored by Head of Pre-Prep and Foundation Stage Coordinator.
- Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included.
- Photographs and recordings of children are only taken of children if parents provide written permission to do so.

APPENDIX 9 – E-Safety Policy and Cyberbullying

Introduction

The term 'e-safety' is used to encompass the safe use of all technologies in order to protect children, young people and adults from potential and known risks.

It is the duty of Stonyhurst College and St Mary's Hall to ensure that children and young people are protected as much as possible from potential harm both within and beyond the school, including in boarding areas.

We aim:

- To promote awareness amongst our pupils about the dangers they (and all users) can face on line
- To give our pupils (and other users) advice about how to protect themselves and others, what to do if they should encounter such dangers, and whom to tell
- To promote understanding of the dangers of sexting or of posting inappropriate photographs online
- To do all we can to protect the Stonyhurst network through the use up to date technology, software and systems, and by doing so to protect the pupils and staff who access the internet through the network
- To encourage pupils to behave responsibly and safely, and to protect themselves from danger, when they use the internet through potentially unfiltered devices and networks (such as 3G or 4G services on their own smart phones or tablets)

Roles and Responsibilities

It is the overall responsibility of the **Governors** to have an overview of E-Safety as one element of the wider remit of safeguarding across the campus.

It is the responsibility of the **Headmaster** and **DSL** to ensure that any untoward incident relating to e-safety is dealt with appropriately, according to Stonyhurst's published procedures, in particular the Safeguarding policy, and that appropriate action is taken.

It is the responsibility of the **Director of Technical Support** to:

- ensure that appropriate firewalls and filters are in place, as well as anti-virus and anti-spyware software
- promote the safe use of wireless technology
- issue guidance on the safe and constructive use of personal devices both in and out of the classroom
- to ensure that all users are familiar with, and agree to, the Stonyhurst Acceptable Use Policy

It is the joint responsibility of the **PSHE Co-ordinator**, **E-Safety Champion** and the **ICT teachers** at St Mary's Hall and the College to ensure that up-to-date, age-appropriate E-Safety education is provided within the curriculum to pupils as they progress through the two schools. Details of the content and delivery of lessons in E-Safety, which include

promotion of the awareness of risks associated with online radicalisation and extremism (with reference to the Prevent duty) are available in the College PSHE Programme; and College and SMH Schemes of Work for ICT. Topics relating to E-Safety also often form the basis of presentations to pupils in assemblies, and to both pupils and parents from outside speakers (in particular Karl Hopwood of E-Safety Ltd : <http://esafetyltd.info/>).

It is the responsibility of **all staff** to:

- report any concerns about appropriate filtering levels to the Director of Technical Support
- ensure Lower Grammar and Grammar students at Stonyhurst College adhere to the requirements of the Mobile Device Policy and follow
- in line with the Prevent/radicalisation strategy, ensure that children are safe from terrorist and extremist material when accessing the internet in school
- be up-to-date with e-Safety knowledge that is appropriate for the age group and reinforce it through the curriculum
- report accidental access to inappropriate materials to the **Director of Technical Support** in order that inappropriate sites are added to the restricted list
- report any incidents of cyberbullying, bullying or other inappropriate behaviour via the internet or other technologies to the Deputy / Assistant Head Pastoral

It is the responsibility of **pupils** to respect the requirements of the AUP; to report to staff any concerns or incidents they may become aware of which may compromise their online safety, or that of other users, and to ensure that their behaviour online adheres to the same high standards as are expected in their offline behaviour, both in school and at home.

Cyberbullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyberbullying is a different form of bullying, which can happen 24/7, with a potentially bigger audience and more people involved as people forward content at a click.

Cyberbullying is the sending or posting of harmful or cruel texts or images using the internet or other (digital) communication devices.

There are many different types of cyberbullying:

- text messages - unwelcome texts that are threatening or cause discomfort.
- pictures/video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed.
- mobile phone calls - silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
- emails - threatening or bullying emails, often sent using a made-up name or someone else's name.
- chatroom bullying - menacing or upsetting replies to children or young people when they are in a web-based chatroom.

- instant messaging - unpleasant messages sent whilst children are having real time conversations online.
- bullying via websites - use of blogs (web logs), personal websites and online personal polling sites to spread upsetting lies about someone. This includes social networking websites such as Facebook, Twitter, Tumblr, Instagram etc.

It is important to note that many aspects of cyberbullying outlined above are illegal under UK law, and the school has the right to read e-mail and other electronic communications and take action as a result of information obtained in this way.

In all incidents of cyberbullying, action will be taken in accordance with the Stonyhurst Anti-bullying Policy.

For further information, see also:

- The use of social media for on-line radicalisation
- The UK Safer Internet Centre (www.saferinternet.org.uk)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)