



Child Protection Policy

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Executive Summary

Audience

All staff (teaching and non-teaching) must read and abide by the contents of this policy. This policy must be posted on the school website.

Key Points

This policy covers:

- a. The procedures for spotting and reporting child protection concerns are detailed in full in this policy document;
- b. The role of the Designated Safeguarding Leads (DSLs) and Designated Governor for Safeguarding;
- c. The response of the school to an allegation against a member of staff along with advice for employees of the school to minimise the risks of them being subject to a false allegation;
- d. The procedures for notifying parents and external agencies following a child protection concern;
- e. The actions that the school will take in response to an instance of peer-on-peer sexual abuse;
- f. The support that the school will provide to pupils who are subject to a child protection referral.



Section 1: Introduction

1.1 Policy Statement

This policy puts the safety and well-being of children at the heart of the work of St George's. It gives clear guidance to staff and others about the appropriate response to child protection issues.

1.2 Aims

This policy aims to ensure that:

- a. Child protection procedures are clear, concise and easy to follow;
- b. Child protection procedures are well understood by all staff at the school;
- c. Child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.



Section 2: Practice and Procedure

2.1 Principles

At St. George's, we fully recognise the part that we play in safeguarding and promoting the safety, health and welfare of the young people entrusted to our care. This policy considers child protection in three dimensions:

- a. **Prevention** through the promotion of a positive school atmosphere and the provision of careful and vigilant teaching, pastoral support and supervision at all times;
- b. **Protection** by following agreed procedures and ensuring that all staff are appropriately recruited and then trained and supported to respond sensitively to child protection concerns;
- c. **Support** for any pupils who may have been abused.

2.2 Preventative Measures

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trained and trusted adult will help to protect our pupils against potential abuse. We therefore:

- a. Maintain an ethos, based on an **extensive pastoral system**, in which young people feel secure and know that their concerns will be taken seriously;
- b. Ensure **pupils know that there are adults in school who can be approached** if they are worried or are in any kind of difficulty;
- c. Include within the **PSHE and RSE programme**, sessions that will help our pupils to gain an awareness of the issues involved not only to promote their own safety, but also to help them develop realistic attitudes to the responsibilities of adult life, particularly with regard to the care of children.

2.3 Working with other Agencies

Schools do not operate in isolation. Child protection is the responsibility of all adults, especially those who work with young people. We will help to protect the children in our care by working consistently and appropriately with child protection agencies – primarily,



Servizio Sociale della Municipale Locale and **Assistente Sociale**. These agencies provide locally agreed inter-agency procedures which we are bound by law to follow. In more serious cases a referral may be made to the **Tribunale dei Minori**.

2.4 The Role of the Designated Safeguarding Leads (DSLs)

At St. George's, John Talbot (LSSS), Matthew Woodhead (CCS), Chris Williams (LSJS) are the named Designated Safeguarding Leads, Tim Barnard (LSJS) and Sarah Knights (CCS) are the Deputy DSL's. These named staff are trained every two years. The Head of LSJS leads Child Protection across the whole school (SGBIS) as the Senior Designated Safeguarding Lead. They have special responsibilities which include:

- a. Dealing with reports of child abuse;
- b. Reporting any child protection complaints or allegations against staff, volunteers or governors immediately to the Principal;
- c. Making referrals to child protection agencies (see **section 2.4**) where appropriate;
- d. Keeping the Principal fully informed of any child protection issues that arise;
- e. Ensuring that all staff and governors receive basic child protection training every year;
- f. Ensuring that all new staff, volunteers and governors have child protection training and are made aware of our arrangements;
- g. Ensuring that non-teaching staff are made aware of our arrangements and provided with yearly training in basic child protection procedures;
- h. Ensuring that the Principal, the Chairman of Governors and the First Aiders receive appropriate training;
- i. Ensuring the School applies the recommendations of the International Task Force on Child Protection, led by CIS and COBIS. This includes obtaining the International Child Protection Certificate (ICPC) by The Child Exploitation and Online Protection Centre (CEOP) for candidates applying from the UK. The school also obtains a current police background check from the current country of employment/residence as well as appropriate documentation from any previous country/countries in which candidates have worked.



The School Counsellor, Giulia Hardy and the Director of Student Support, Trevor Bestall are also Level 3 Advanced Safeguarding trained, act as DSL consultants and are invited to the regular DSL meetings when appropriate.

2.4.1 Designate Governor for Safeguarding (DGS)

A governor (**Flaminia Muratori**) is responsible for child protection issues and is briefed about any critical incidents that have arisen by the Designated Safeguarding Lead. She undertakes an annual review of the Child Protection policies and procedures and of the efficiency with which related duties have been discharged. This is reported to governors as part of the overall reporting on progression in the provision of student welfare, undertaken in conjunction with the Designated Safeguarding Lead. An annual child protection report to governors is delivered by the Designated Safeguarding Lead and this is supplemented by updates on child protection matters on each Principal's Report to the Board of Governors. Child protection is a standing item on all main Board of Governors meeting agendas.

2.5 Procedures for Reporting a Concern

Key points for staff to remember for taking action are:

1. In an emergency take the action necessary to help the child, for example, call the Police on 112;
2. Do not start your own investigation;
3. Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
4. Complete a **record of concern form** and contact a DSL as soon as possible.

2.5.1 If you suspect a pupil is at risk of harm

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed or physical but inconclusive signs may have been noticed. In these circumstances, staff should try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for



example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the **record of concern form** to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL. **The key here is that if in doubt you must make the referral.**

2.5.2 If a pupil makes a disclosure to you

It takes a lot of courage for a child to disclose that they are being abused. If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they cannot promise confidentiality and may need to pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement.

During a conversation with a pupil during a disclosure you must:

- a. Allow them to speak freely;
- b. Remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener;
- c. Give reassuring nods or words of comfort – *'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'*;
- d. Not be afraid of silences – staff must remember how hard this must be for the pupil;
- e. Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this;
- f. Tell the pupil that in order to help them, the member of staff must pass the information on;
- g. Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;



- h. Avoid admonishing the child for not disclosing earlier. Saying things such as '*I do wish you had told me about this when it started*' or '*I can't believe what I'm hearing*' may be interpreted by the child to mean that they have done something wrong;
- i. Tell the pupil what will happen next. The pupil may agree to go to see the designated senior person. Otherwise it is the duty of the member of staff to inform the DSL of what has been discussed. If the pupil does agree to go and see the designated person, the staff member should inform the DSL that the child will be coming to see them at some point;
- j. Report verbally to the DSL even if the child has promised to do it by themselves;
- k. Write up their conversation as soon as possible on the **record of concern form** and hand it to the designated person;
- l. Seek support if you feel distressed.

2.5.3 Notifying Parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

2.5.4 Referral to children's social care (Tribunale dei Minori)

The DSL will make a referral to the Tribunale dei Minori if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

2.5.5 Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff are aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. The care of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people



who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

2.5.6 Reporting directly to child protection agencies

Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with Tribunale dei Minori or police if:

- a. The situation is an emergency and the designated safeguarding person, all members of the Strategy Team, the Principal and the chair of governors are all unavailable;
- b. They are convinced that a direct report is the only way to ensure the pupil's safety.

2.6 Allegations Against Members of Staff

- a. Allegations made about another member of staff should be raised directly with the **Principal** immediately or in his absence the **Designated Safeguarding Lead**;
- b. In the specific case of a suspicion being raised against any of the Designated Safeguarding Leads, this should be shared with the **Principal** (David Tongue) immediately or in his absence the **Chair of Governors** (Michael Carvahlo);
- c. In the specific case of a suspicion being raised against the **Principal**, this should be shared with the **Chair of the Board of Governors** (Michael Carvahlo) immediately. The nature of such issues is highly individualised and thus each case will be acted on depending on what needs to be done. It is possible that the local Italian Authorities (Assistente Sociale) might be called in. The Chair of the Board of Governors will keep a careful confidential record of all aspects of the disclosure.

Teachers and other members of staff must protect themselves and Staff should bear in mind that even innocent actions or comments can sometimes be misconstrued. Occasionally false allegations of abuse are made. Staff should be guided by the following advice in an attempt to avoid false allegations and situations which may give rise to misinterpretation:



- a. Avoid unobserved situations of one-to-one contact with a child. Always keep a door open (or be in a room with a 'windowed' door) and try to ensure that you are within the hearing of others;
- b. Do not offer to transport children alone in your car;
- c. Never make suggestive or discriminatory comments to a pupil;
- d. Staff at SGBIS should under no circumstances enter into any social network dialogue with pupils eg. Facebook, Twitter, send private emails or exchange private phone numbers.

2.7 Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. The impairment of physical health may also be regarded as a form of abuse. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect¹.

2.7.1 Physical abuse

Physical abuse 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.

2.7.2 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development or mental health. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children

¹ Definitions taken from Keeping Children Safe in Education (Department for Education, September 2016).



frequently to feel frightened or in danger, or the exploitation or corruption of children. It may feature age – or developmentally – inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

2.7.3 Neglect

Neglect is 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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2.7.4 Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

2.7.5 Mental health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify



those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

2.7.8 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online



2.7.9 Online Learning as a potential source of abuse

We recognise the need for children to be safeguarded from potentially harmful and inappropriate online material. We aim to protect and educate our pupils, students and staff in their use of technology and establish mechanisms to identify, intervene in, and resolve any concerns where appropriate.

We know that the breadth of potential abuse classified within online safety is considerable and recognise four main areas of risk:

content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.

conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.

commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

At our school we aim for online safety to be an integral part of policy and curriculum planning, as well as teacher training and parental communication.

2.8 Supporting pupils at risk

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The school may be the only stable, secure and predictable element in the lives of the children at risk. It is



possible that such children might exhibit challenging and defiant behaviour and their circumstances will influence the way in which these behavioural issues are resolved.

We also recognise that some children who have experienced abuse may in turn abuse others. Such situations will require a considered and sensitive approach so that appropriate help and support can be given. We will endeavour to support all our pupils through:

- a. The development of self-esteem and self-motivation;
- b. The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- c. The consistent implementation of the school's behaviour policy by all staff so that, whilst poor behaviour is effectively challenged, the pupil's sense of self-worth is not damaged;
- d. Regular consultation with other professionals and agencies (see **section 2.3**) who support pupils and their families;
- e. The commitment to develop supportive and constructive relationships with parents;
- f. The development and support of a knowledgeable and experienced group of key staff trained to respond appropriately to child protection situations.

2.8.1 Safeguarding Disabled Children

Safeguarding disabled children's welfare is everybody's responsibility, and given that disabled children are more vulnerable to abuse than non-disabled children, awareness about safeguarding disabled children and what constitutes best practice, is essential. The reasons why disabled children are more vulnerable to abuse are summarised below:

- A. Many disabled children are at an increased likelihood of being socially isolated with fewer outside contacts than non disabled children
- B. Their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour



- C. They have an impaired capacity to resist or avoid abuse
- D. They may have speech, language and communication needs which may make it difficult to tell others what is happening
- E. They often do not have access to someone they can trust to disclose that they have been abused
- F. They are especially vulnerable to bullying and intimidation
- G. Looked after disabled children are not only vulnerable to the same factors that exist for all children living away from home, but are particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day to day physical care needs.

All staff need to be aware of the possible indicators of abuse and/or neglect for disabled children. Whilst at times, it is immediately apparent that a non-disabled child has suffered significant harm, it is not always so and lengthy enquiries are often necessary. Where there are safeguarding concerns about a disabled child, there is a need for greater awareness of the possible indicators of abuse and/or neglect, as the situation is often more complex. However, it is crucial when considering whether a disabled child has been abused and/or neglected that the disability does not mask or deter an appropriate investigation of child protection concerns. Any such concerns for the safety and welfare of a disabled child should be acted upon in the same way as that for a non-disabled child, as set down in Working Together to Safeguard Children (2006).

The following are some indicators of possible abuse or neglect:

- A. A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child
- B. Not getting enough help with feeding leading to malnourishment
- C. Poor toileting arrangements
- D. Lack of stimulation
- E. Unjustified and/or excessive use of restraint
- F. Rough handling, extreme behaviour modification e.g. deprivation of liquid, medication, food or clothing



- G. Unwillingness to try to learn a child's means of communication
- H. Ill-fitting equipment e.g. calipers, sleep boards, inappropriate splinting; misappropriation of a child's finances
- I. Invasive procedures which are unnecessary or are carried out against the child's will.

2.9 Peer on Peer Abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. Peer on peer abuse can take many forms, including:

- a. Physical abuse such as biting, hitting, kicking or hair pulling;
- b. Sexually harmful behaviour/sexual abuse such as inappropriate sexual language, touching or sexual assault;
- c. Sexting, including pressuring another person to send a sexual imagery or video content;
- d. Teenage relationship abuse, which can be defined as '*a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner*';
- e. Initiation/hazing, which can be used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them;
- f. Prejudiced behaviour, which are a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as '*banter*' or '*part of growing up*'. Different gender issues can be prevalent when dealing with peer on peer abuse, for



example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. At St George's, the following steps are taken to minimise or prevent the risk of peer on peer abuse:

- a. Creating an open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them;
- b. Using assemblies to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying;
- c. Using PSHE and RSE lessons to reinforce the message, especially that of 'consent' through stories, role play, current affairs and other suitable activities;
- d. Ensuring staff endeavour to create surroundings where everyone feels confident and at ease in school;
- e. Ensuring the school is well-supervised, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows:

1. **Information gathering** – Children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
2. **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.
3. **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

2.9.1 Supporting those involved



The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil who harmed...the 'perpetrator'. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.



2.10 Training

The Designated Safeguarding Leads, named governors and key pastoral staff will receive training appropriate to their role every two years. This will include specific counselling support especially after particularly difficult or distressing cases. All staff and governors receive basic child protection training every year and all new staff, volunteers and governors have child protection training and are made aware of the arrangements outlined in this policy. In addition, we will ensure that all staff, volunteers and governors are kept informed of child protection issues through the regular INSET programme.

2.10.1 Attendance at child protection conferences

In the event of St George's being invited to attend a child protection conference, one of the Designated Safeguarding Leads will represent the school and provide information relevant to the case. A bilingual member of staff will have appropriate confidentiality training to attend such meetings in the role of translator.

2.10.2 Relationship and Sex Education

The school should look to review arrangements for training in and the delivery of Relationships and Sex Education across the school, as appropriate and Health Education which was made compulsory in September 2020. The school has the flexibility to decide how to discharge their duties effectively within the first year of compulsory teaching

2.11 Missing Child Procedures

The welfare of all of our children is our paramount responsibility. Every adult who works at the School has been trained to appreciate that he or she has a key responsibility for helping to keep all of the children safe at all times. The School takes its duty of care to the children very seriously and acknowledges that a child going missing from education is a potential indicator of abuse or neglect. In the event of non-attendance of a child, we follow the attendance policy for dealing with unauthorised absence and for children that go missing from education.



It should be noted that a missing child could potentially be at risk of abuse or neglect. We are alert to that possibility and will notify all relevant authorities if it is deemed necessary.

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child was found to be missing, we would **immediately** carry out the following actions (with a record kept of each action):

- a. Inform the Principal, Head of School, Deputy Head and other members of the Strategy Team on site.
- b. Check the register in order to ensure that all the other children were present.
- c. Check the pupil records of the missing child for any relevant details that might have a bearing on the situation (e.g. any court orders in place against either parent, the medical condition of the child etc.)
- d. The office staff should check the signing out book.
- e. Ask adults (including form/class teacher, recent teacher, Music teachers and Sports Department).
- f. Ask the children in the missing child's class, calmly, if they can tell us when they last remember seeing the child and whether the child was happy or unhappy.
- g. Occupy all of the other children in their classroom as normal.
- h. At the same time, arrange for as many staff as possible to carry out a thorough search, both inside and out, carefully checking all spaces, including cupboards and toilets where a child might hide. Changing rooms should be checked and staff should be sent into the grounds
- i. Ensure that searchers are equipped with mobile phones or walkie-talkies. Note the name of those involved in the search.

If the child is still missing **after 20 minutes**, the following steps would be taken:

- a. The Principal, Head of School, or Deputy Head will ring the child's parents and explain what has happened, and what steps have been set in motion. The Principal/ Designated Safeguarding Lead will notify the Police (after 20 minutes of the child being missing) and take advice.
- b. The Head of School will arrange for staff to further search the rest of the School premises and grounds.



- c. A full record of all activities taken up to the stage at which the child was found would be made for the incident report. Witnesses would be interviewed and asked to provide written statements. If appropriate, procedures would be adjusted.

Actions to be followed by staff if a child goes missing on a school trip or journey:

- a. An immediate head count would be carried out in order to ensure that all the other children were present.
- b. An adult would search the immediate vicinity.
- c. One adult would retrace steps to the last place where the child was seen, the remaining children staying in one place with the other staff.
- d. If the child was not located, the remaining children would be taken back to school, or arrangements would be made with the School.
- e. Inform the Principal, Head of School or Deputy Head by mobile phone.
- f. After 20 minutes of the child being missing, ask the Principal or Head of School to ring the child's parents and explain what has happened, and what steps have been set in motion. Discuss with them whether they should come to the location or wait at the School.
- g. If the child is still missing after contacting the parents then contact the Police (after 20 minutes of the child being missing).
- h. A full record of all activities taken up to the stage at which the child was found would be made for the incident report. If appropriate, procedures would be adjusted.

Actions to be followed by staff once the child is Found

- a. The Principal, Head of School, or Deputy Head will contact the parents and any emergency services involved.
- b. Talk to, take care of and, if necessary, comfort the child. Counselling may be necessary and it may be best for the child to remain in the sick bay or to go home.
- c. Speak to the other children to ensure they understand why they should not leave the premises/separate from a group on an outing.
- d. The Principal, Head of School, or Deputy Head will speak to the parents to discuss events and give an account of the incident..



- e. The investigation should involve all concerned providing written statements.
- f. The report should be detailed covering: time, place, numbers of staff and children, when the child was last seen, what appears to have happened, the purpose of the outing, the length of time that the child was missing and how she/he appears to have gone missing, lessons for the future.

Procedures to be followed when a child is not collected

- a. If a child is not collected at the end of the school day or after an extracurricular activity, then the child will be taken to The security services at the main gate. Reception should contact the senior member of staff on duty. All attempts to contact the parent or carers will be made. During this time, the child will be safely looked after.
- b. If there is no response from the parents' or carers' contact numbers, the Principal, Head of School, or Deputy Head or member of the Strategy Team will:
 - a. Make emergency arrangements for the child (either staying at school, if the School is open or arranging for other care, perhaps with friends)
 - b. Telephone the Police to inform them of the situation; their guidance should then be followed.
- c. We will make a full written report of the incident.

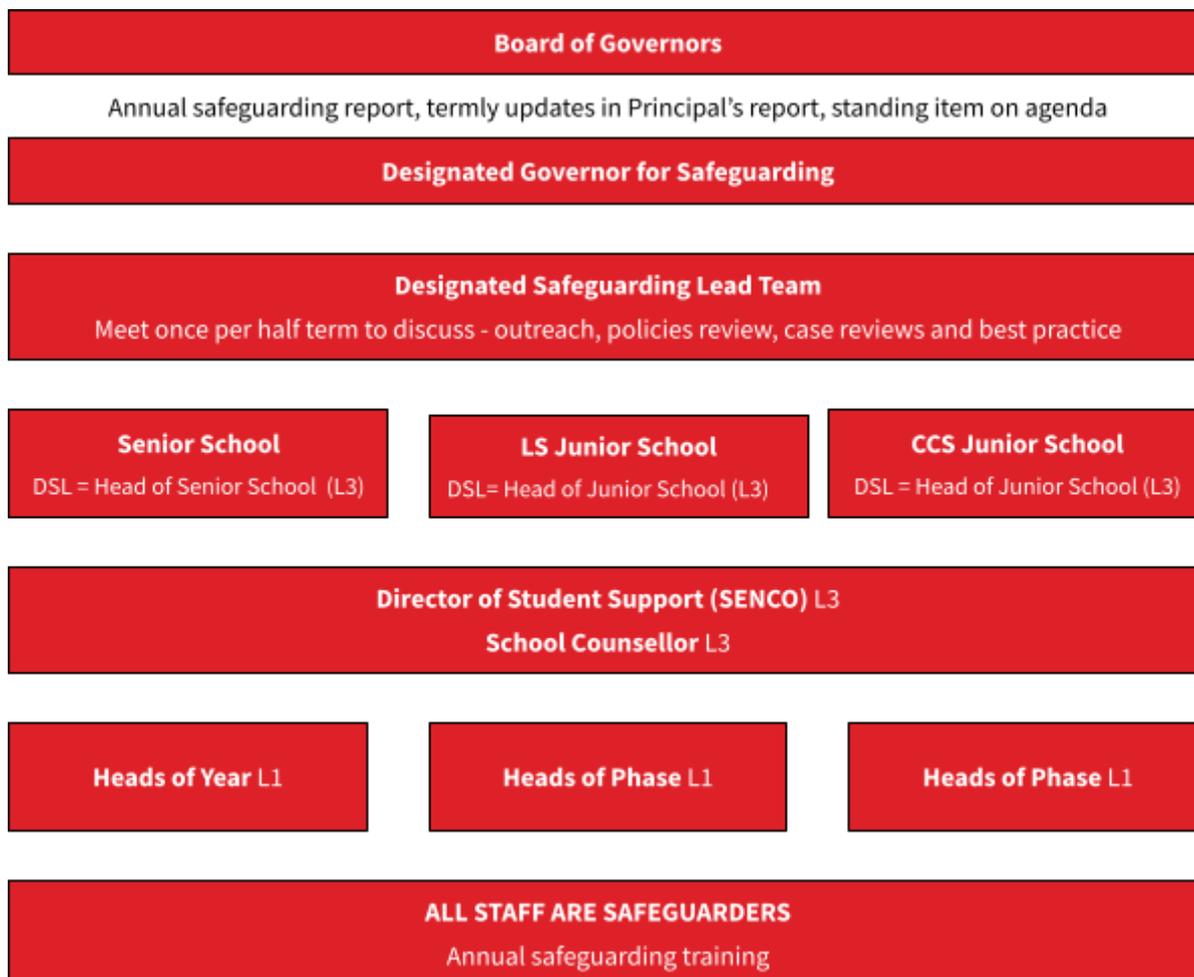


2.11 Summary Chart

Stage	Action
<p>A Child discloses information that makes you concerned for their wellbeing or that they may be suffering abuse</p>	<ul style="list-style-type: none"> ■ Explain to the child that you may have to pass on your concerns to appropriate professionals who will seek to help. ■ Make detailed notes of what the child says, ensuring dates, times and specific language used by the child are all included. use the record of concern form. ■ Record on the same day and refer to DSL as soon as possible. If you are unable to locate the relevant DSL please report to any member of the Strategy Team. ■ In an emergency take the action necessary to help the child, for example, call 112.
<p>A Child exhibits signs that make you concerned for their wellbeing or that they may be suffering abuse</p>	<ul style="list-style-type: none"> ■ Make detailed notes of your concern. ■ Use the record of concern form to report to the DSL ■ If you are unable to locate the relevant DSL please report to any member of the Strategy Team ■ In an emergency take the action necessary to help the child, for example, call 112
<p>Role of the DSL</p>	<ul style="list-style-type: none"> ■ Reviewing all concerns, formal or informal ■ Monitoring / In school Support from Pastoral Leaders, Director of Student Services, School Counsellor and others ■ DSL to ensure range of support measures in place to support child/family. ■ DSL to monitor the support and regularly assesses the possible need for external agency support. ■ DSL to coordinate with external agencies, attend relevant meetings and follow case in line with the school's Child Protection policy: ■ Referrals. DSL informs other Professionals on a 'need to know' basis
<p>Concerns involving an allegation against an adult</p>	<ul style="list-style-type: none"> ■ Should be referred to the Principal (David Tongue) or in his absence the Lead DSL (Chris Williams)
<p>Concerns involving an allegation against one of the designated DSLs</p>	<ul style="list-style-type: none"> ■ This should be shared with the Principal (David Tongue) immediately or in his absence the Chair of Governors (Michael Carvahlo)
<p>Concerns involving an allegation against Principal</p>	<ul style="list-style-type: none"> ■ This should be shared with the Chair of Governors (Michael Carvahlo)



2.12 Safeguarding Reporting Structure





Section 3: Assessment and Record Keeping

3.1 Keeping Records

Detailed and secure records are essential to good child protection practice and we are clear about the need to record our concerns, keep them safely in a locked area and to be ready to share them with other agencies as appropriate. When students leave the school, the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school as soon as possible, to allow the new school to continue supporting them. Copies of these records will be kept for 7 years after a student has left the school. (See Appendix A: Record of Concern Proforma)

3.2 Professional confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of child protection. Professionals can only work together to safeguard children if there is an exchange of relevant information between them. Normally, personal information should only be disclosed to third parties with the consent of the subject of that information. In some circumstances, obtaining consent may not be possible or in the best interests of the child and the Child Protection Officers will check with school lawyers before the disclosure of confidential information necessary to safeguard children. It should be made clear to the children involved that complete confidentiality cannot be promised.



Section 4: Staffing and Resources

It is the responsibility of all staff to abide by the procedures laid down in this policy.



Section 5: Linked Policies and Documentation

- 202 Safeguarding Behaviour for Learning (Rewards and Sanctions) Policy
- 203 Safeguarding Pastoral Care and Wellbeing Policy
- 204 Safeguarding Evacuation, Extreme Weather and Critical Incident Policy
- 205 Safeguarding Health and Safety Policy
- 206 Safeguarding First Aid and Infirmary Policy
- 207 Safeguarding Drugs Policy
- 208 Safeguarding Anti-Bullying Policy
- 209 Safeguarding Digital Safety and Acceptable Use of Technology Policy
- 210 Safeguarding Trips and Visits Policy
- 211 Safeguarding Attendance and Punctuality Policy
- 212 Safeguarding Relationships & Sex Education Policy
- 301 Human Resources Recruitment Policy
- 304 Human Resources Equal Opportunities Policy
- 402 General Complaints Policy
- Keeping Children Safe in Education, September 2018
- Working Together to Safeguard Children, July 2018



Monitoring and Review

This policy will be reviewed by the **Designated Safeguarding Lead** in **September 2022**.

Approved by

The **Principal** on behalf of the school

The **Chair** on behalf of the Board of Governors

Change History Record

Version Number	Description of Change	Author(s)	Date of Issue
1.1	References to Senior Deputy Head changed to Head of Senior School Head of Senior School has L3 Child Protection Training	PR	04.06.19
1.2	Inclusion of section on safeguarding disabled children	PR	10.01.20
1.3	Updates on: Child Protection Leads Approaches to Mental Health Child Sexual Exploitation Relationship and Sex Education	PR	22.09.2020
1.4	Update on post holders and DSL team Addition of Appendix A: Record of Concern Passing on CP records to other schools Online Learning as a source of potential abuse	CW	15.09.21

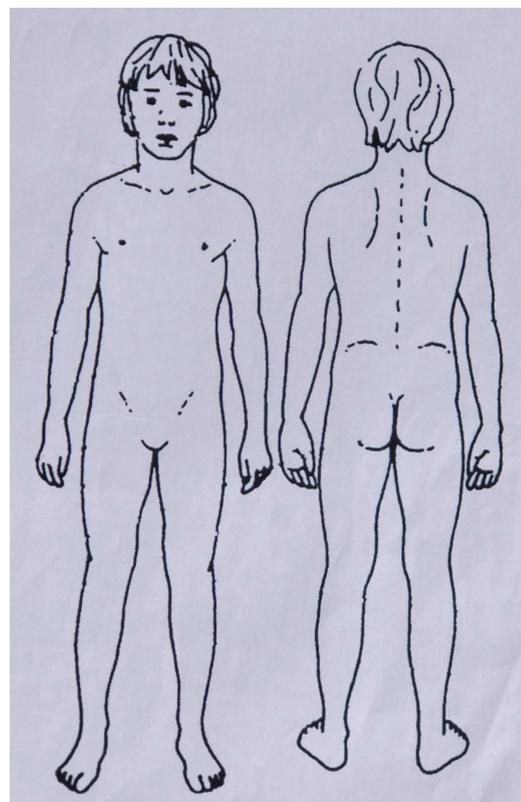


Appendix A: Record of Concern Proforma

Logging a concern about a child's safety and welfare Part 1

<p><u>Child's Name:</u></p> <p>Name of any siblings at SGBIS and Year group:</p>	<p>Date of Birth:</p> <p>Year group:</p> <p>Class teacher/Tutor:</p>
<p><u>Date and Time of Incident:</u></p> <p><u>Type of Concern:</u> <i>Tick relevant type(s)</i></p> <p>Physical</p> <p>Emotional</p> <p>Neglect</p> <p>Sexual</p>	<p>Name of person completing this form:</p> <p>Job title:</p> <p>Signature:</p> <p>Date and Time (of writing):</p>
<p>Note your reason(s) for recording the incident:</p> 	
<p><u>Please record your concerns as factually as you can taking note of the following:</u></p> <ul style="list-style-type: none"> ● Who is involved? ● What happened? (Try to use the child's own words if this is a verbal disclosure) ● Where did this take place? ● When? ● Any witnesses? ● Can you make use of the Body Chart? 	

PTO



Please note actions, including names of anyone to whom your information was passed

Any other relevant information (distinguish between fact and opinion).

Check to make sure your report is clear to someone else reading it. Please pass this form to your Designated Safeguarding Lead.