CHILD PROTECTION AND SAFEGUARDING POLICY

INTRODUCTION

As a Salesian school our College is avowed in its commitment to witness to loving kindness in action and therefore to ensuring the highest standards of welfare for students. Our belief is that our College is a safe space and a happy place for all. Our safeguarding and child protection procedures reflects such a belief and challenges our community to be committed to the highest standards of personal and professional integrity and probity to ensure all in our school family not only feel safe but are safe.

MISSION STATEMENT

Salesian College is a Catholic School which seeks to appreciate and develop the talents and skills of each individual. Inspired by the life of Christ and His teaching, and the work of Don Bosco, we endeavour, in active partnership with home, parish and wider community, to prepare our students to face the future with confidence and take up the challenge of the Gospel. Our educational philosophy promotes this place as a School, Home, Family, Church where everyone is affirmed and valued as being made in God's image and likeness. We believe there is not only a legal but a moral imperative to ensure all in our community feel safe, are safe and so can flourish to the best of their ability. Therefore, we seek to

- Embed a safeguarding culture in the School by establishing and maintaining an ethos and culture where children feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern.
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and wellbeing of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or Child Protection Contact to specialist services if they are a child in need and/or have been / are at risk of being abused and/or neglected.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Include opportunities in the PSHE/RSE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Contribute to the five outcomes which are key to children's wellbeing:
    - to be healthy
    - to stay safe
    - to enjoy and achieve
    - to make a positive contribution
    - to achieve economic wellbeing

Staff members working with children are advised to maintain an attitude of "*it could happen here*" and "*it could be happening to this child*" in connection with safeguarding. Staff should never assume that someone else will take action and share information that might be crucial in keeping children safe: this is everyone's responsibility. Whenever there are concerns about the welfare of a child, staff members must always act in the best interests of the child, taking immediate action and following the Child Protection and Safeguarding Policy.

SAFEGUARDING

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

CHILD PROTECTION

A child is in need of protection if they are in immediate danger or at risk of harm now or in the future. This Child Protection aspect of the policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school. In essence how the College responds to harm. In particular this policy should be read in conjunction with Keeping Children Safe in Education (**KCSiE 2024**), the Staff Recruitment Policy, Behaviour and Sanctions Policy, Anti-Bullying Policy, Staff Code of Conduct and ICT Acceptable Use Policy. Staff must be aware of the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and deputies) and be alert to the safeguarding response to children who go missing from education.

The Child Protection and Safeguarding policy is one of a number of policies in place at the College to help protect our students. All policies are available in the Staff Handbook. This policy sits alongside other policies shown below

2.12 Code of Staff Conduct; SEND and Learning Support Policy; 5.14 Substance Misuse; 5.16 Behaviour and Discipline; 5.18 Relationships and Sex Education Policy, 5.21 PSHE Education; 6.1 Educational Visits Policy; 7.1 Health, Safety and Welfare Policy; 9.1.1 Whistleblowing Policy; 9.2.2 Child on Child Abuse Policy; 9.3 Anti-Bullying Policy; 9.4 Safer Recruitment Policy; 9.5 Mental Health and Well-being Policy; 9.6 Supporting Students with Medical Conditions Policy; 9.7 e-safety Policy; 9.8 Data Protection Policy; 9.10 Mobile Phone Policy

LINK TO KCSiE (DfE, 2024)

This policy is underpinned by the latest government statutory guidance Keeping Children Safe in Education, 2024. A link to this guidance can be accessed here **KCSiE 2024**

PURPOSE OF A CHILD PROTECTION AND SAFEGUARDING POLICY

- To acts ALWAYS in the best interest of the child
- To inform staff, parents, volunteers, contractors governors and children about the schools responsibilities for safeguarding children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

HAMPSHIRE SAFEGUARDING CHILDREN PARTNERSHIP PROCEDURES

The school follows the procedures and inter-agency procedures established by the Hampshire Safeguarding Children Partnership (HSCP); a guide to procedure and practice for all agencies in Hampshire working with children and their families. www.hampshirescp.org.uk/

Note: Students at our College have homes in a number of different Local Authorities (LAs), each of which has its own safeguarding procedures. Before proceeding with a referral or Child Protection contact it is essential to establish the student's normal place of residence which can be found on iSams, the School's Management Information System. The appropriate Local Authority can be ascertained by putting the postcode into the Government's website "Report Child Abuse to a local council". Any allegation against a member of staff is referred to Hampshire.

The details below and throughout this document refer to student's resident in Hampshire, unless otherwise stated. When the child resides in another Local Authority, guidance should be sought (either from the DSL or directly from the LA) regarding particular arrangements for that LA.

COLLEGE STAFF AND VOLUNTEERS

All school staff have a responsibility to provide a safe environment in which children can learn. College staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour, and failure to develop, because they have daily contact with children.

IMPLEMENTATION, MONITORING AND REVIEW OF THE POLICY

The procedures for ensuring that Salesian College operates to the highest standards in providing a safe environment for students are outlined in this policy.

STATUTORY FRAMEWORK

In order to protect children from harm the school will acts in accordance with Statutory legislation and guidance both local (Hampshire) and national levels. A full summary of such legislation can be found in Appendix A.

ROLES AND RESPONSIBILITIES

THE GOVERNING BODY

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times. The Governors acknowledge that safeguarding duties are the responsibility of the entire Governing Body. The Health and Safety Committee (a sub-committee of the Governing Body) monitors the effectiveness of the School's protection responsibilities and arrangements. Additionally Governing bodies should have a senior board level lead to take leadership responsibility for the schools safeguarding arrangements. A fuller outline of what the Governing Body must do is found in Appendix B.

The nominated Governor for Child Protection is:
Mrs Anne Nash, Governor, designated Governor responsibility for Safeguarding/Child Protection, Levels 1 & 2 Child Protection Qualification, Safer Recruitment Training Qualification

The nominated Governor visits school regularly and during those visits conducts spot-check interviews with staff concerning what to do in cases of suspected abuse and how to respond to a child making a disclosure.

THE HEADTEACHER

The Headteacher (in consultation with the Governor for Child Protection) has a duty to insist all staff follow procedures which ensure the safety and welfare of students. In particular the Headteacher must:

- understand the role of the DSL and approve his or her job description and ensure that s/he has the necessary resources – including protected time – to discharge his or her responsibilities and provide advice and support to other staff on welfare and child protection matters;
- receive level 1 safeguarding training every 3 years
- ensure that matters of child protection and safeguarding are regularly discussed by the DSL and the Senior Leadership team;
- brief Governors on a termly basis and more frequently if there are particular issues;
- in the circumstances of an allegation against a member of staff (or a volunteer) be the person to whom staff refer the matter;
- make a report to the DBS if any employee, volunteer or contract worker resigns, withdraws from voluntary activity or ceases to be employed by the School because s/he is considered unsuitable to work with children; the Head will make the report within one month; no exceptions will be made and settlement agreements will not apply in this connection;
- ensure that if a teacher resigns or is dismissed as a result of 'unacceptable professional conduct' or 'conduct which may bring the teaching profession into disrepute' or in consequence of a conviction, that it considers making a report to the Teaching Regulation Authority.

THE DESIGNATED SAFEGUARDING LEAD AND PREVENT DUTY LEAD

Dr John Toal: 01252 893000 (Emergency: 07854631191) toalj@salesian.hants.sch.uk

Dr Toal is a member of the Senior Leadership Team. During term time the DSL and/or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns and the DSL (or a deputy) can be contacted out of hours/out of term. Annual DSL Certificate (HCSB) June 2024

Our procedures for safeguarding children are in line with guidance from the Department for Education, Hampshire Safeguarding Children's Board (www.hants.gov.uk/safeguarding-earlyyears) and Hampshire County Council procedures.

Deputy Designated Safeguarding Lead: Mr Paul Dalgas, Assistant Headteacher Advanced Certificate in Safeguarding for Designated Safeguarding Leads (2021-2022), PREVENT training certificate (HCSB) May 2024

Deputy Designated Safeguarding Lead: Mr Chris Yates, Assistant Headteacher Advanced Certificate in Safeguarding for Designated Safeguarding Leads (2021-2022)

Deputy Designated Safeguarding Lead: Mrs Michelle Vandenberg, SENDCo, Advanced Certificate in Safeguarding for Designated Safeguarding Leads (2021-2022)

Refer to Appendix C for a list of the important contacts related to this policy

The DSL takes lead responsibility for safeguarding and child protection (including online safety). The broad areas of responsibility for the DSL are:

- Managing Child Protection Contact Referrals and Cases
- Contacting the LA when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention
- Completing Child Protection Contact Referrals for all cases of suspected abuse or neglect where there is a risk of significant harm to the child/young person, Police where a crime may have been committed and to the Channel programme where there is a radicalisation concern
- Liaise with Headteacher and governors to inform them 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 Child Protection Contact Referral by liaising with relevant agencies
- Support staff who make Child Protection Contact Referrals and other service referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the LA that looks after the child or those currently working with a social worker.

The Designated Safeguarding Lead should undergo formal DSL training every two years. The DSL should also undertake Prevent Awareness training every 3 years. In addition to this training, their knowledge and skills should be refreshed at least annually via such means as e-bulletins, meeting other DSLs, taking time to read safeguarding developments or attending conferences.

SCHOOL STAFF

Staff are responsible for:

- being aware of school policies and reading 'Keeping Children Safe in Education' (2024) Part One (or Annex A where appropriate), Annex B, and any subsequent updates; (Training conducted in College on Monday 2 Sept 2024)
- reading and following the guidance set out in 'Guidance for safer working practices for those working with children and young people in an education setting' (May 2019);
- attending training at the start of each academic year and at other specified times;
- reporting any concerns immediately, following the procedures laid out in the policy, being alert to the signs of abuse, bullying or children at risk of radicalisation;
- monitoring student absences and addressing concerns about irregular attendance;
- following the correct staff recruitment procedures as set out in the appropriate Staff Recruitment Policy
- Being aware of their statutory duties under Section 5B of the Female Genital Mutilation Act 2003 (as inserted in Section 74 of the Serious Crime Act 2015) these place a statutory duty on teachers along with social workers and healthcare professionals to report to the police where

they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18; those failing to report such cases will face disciplinary sanctions
- supporting the School's curriculum and pastoral systems and helping to ensure that students relate well to each other and feel safe and comfortable within the School;
- reporting any concerns about staff, contract workers, or volunteers to the Headteacher (or to the Chair of Governors should the concern relate to the Headteacher)

PARENTS AND GUARDIANS

Parents often receive information from their child about the welfare of other children in school. Parents with concerns about Child Protection issues should contact the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead. Parents with concerns about a member of staff should contact the Headteacher; concerns about the Headteacher should be referred to the Chair of Governors.

STUDENTS

All students should:

- be aware of the School's provision for Child Protection and reporting concerns, as outlined in the Student Planner. These include references to how a student can use safeguarding@salesiancollege.com as an immediate means of communicating concerns
- inform a trusted person within the School if they have any concerns;
- be confident in their understanding that it is always right to tell;
- Refer to the 3 S's policy in their planner

TRAINING AND SPECIFIC RISK AREAS

All school staff (including the Headteacher), temporary staff, contract workers and volunteers in regulated activity will receive appropriate safeguarding children training in consultation with Hampshire Children's Safeguarding Partnership.

Under the remit and regulation of KCSiE schools and colleges must ensure that annual staff training

What training should teachers receive on Safeguarding and Child Protection?

- **Child protection**: Understand their role in child protection and how to report abuse or neglect
- **Safeguarding systems**: Be aware of the school's safeguarding systems and policies
- **Legislation**: Be familiar with relevant legislation, such as the Children's Act 2004 and Keeping Children Safe in Education 2023
- **Pupil needs**: Understand the needs of all pupils
- **Behaviour management**: Learn how to manage student behaviour effectively

How often should designated teachers refresh their safeguarding training?

- Designated Safeguarding Leads (DSLs) and deputy DSLs should refresh their training every two years

- Safeguarding children courses can be tailored to be delivered annually or once every three years
- Prevent Duty every 2 years

Safeguarding and promoting the welfare of children is a statutory requirement and one that all staff have a responsibility to be fully aware of the latest guidance.

All staff must familiarise themselves with the key changes in the document '*Keeping Children Safe in Education: statutory guidance for all school and college staff' (*This is the nationally required updated information for all staff as highlighted in the staff meeting in September, which focused on five key areas. The statutory guidance confirms that all colleagues at the College:

- **must** read at least **Part 1** of the guidance
- **should** read **Annexe A** which contains important additional information about specific forms of abuse and safeguarding issues
- **should** read **Annexe G** which summarises the substantive changes from the KCSIE document

INDUCTION

Safeguarding Induction Training will be given by the DSL (or a Deputy DSL) before or on the day that a new member of staff starts work at the school. The DSL is responsible for ensuring this training is completed. The training will cover –

- familiarity with this policy;
- the identity and function of the Designated Safeguarding Lead and deputy(ies);
- the staff guidance on professional conduct (Code of Conduct contained in the Staff Handbook);
- procedures to be followed in the case of a disclosure;
- Part 1 (or Annex A if appropriate) and Annex B of 'Keeping Children Safe in Education' (DfE,2024), which all are required to read (link in this policy and the staff handbook, (Training conducted in College on Monday 2 Sept 2024)
- 'Guidance for safer working practices for those working with children and young people in an education setting' (May 2019)
- The School Behaviour and Sanctions Policy (Staff handbook);
- The safeguarding response to children who go missing from education;
- ICT Acceptable Use Policy (Staff).
- Access to CPOMS the college MIS for recording and reporting concerns

FURTHER SAFEGUARDING CHILDREN TRAINING

All school staff, including academic, support, administrative and visiting instrumental staff will receive appropriate safeguarding children training (which is updated every three years as advised by Hampshire Safeguarding Children Partnership) so that they are knowledgeable and aware of their role in the early recognition of indicators of abuse or neglect and of the appropriate procedures to follow. This usually takes place at the inset at the start of the academic year each September with staff conforming they have read and understood their responsibilities by completing an on-line form. For new staff, following the Induction training, Level One is delivered within the first term of employment, and all staff are required to renew this training every three years. In addition all staff members will

receive safeguarding and child protection updates (via email, staff newsletter and staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Students are informed of Child Protection matters through –

- Student handbooks
- Tutorials
- The PSHEE curriculum
- Notice-boards in school
- School assemblies
- Prefect training

WHEN TO BE CONCERNED

Knowing what to look for is vital for the early identification of abuse and neglect. All staff should be aware of the Indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Appendix D refers to indicators of abuse and neglect which all in the community should use to inform their safeguarding awareness.

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the Designated Safeguarding Lead (or a deputy). The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

Any staff member should be able to make a Child Protection Contact Referral to Children's Services if necessary.

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

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Our safeguarding approach at the College is to ask colleagues to maintain a healthy professional curiosity and to be overtly cautious and never overtly confident.

Options will then include:

- managing any support for the child internally via the college's own pastoral support processes;
- a Child Protection Contact Referral for statutory services, for example as the child might be in need of services, or suffering or likely to suffer significant harm from abuse or neglect.

The college has significantly increased its counselling provision with the appointment of the services of its own counsellor In September 2019, the College began to facilitate professional counselling support in school. This is being delivered by Emily Gomez, an experienced child and adolescent

counsellor/psychotherapist who has strong connections with the College. Appendix E offers staff advice on the process of referral within the College

RESPONDING TO A DISCLOSURE

Children who have been abused attempt to tell an adult on average four times before they are heard. All staff at the college need to be aware that they could be chosen by a student who wishes to make a disclosure and should know how to respond appropriately. A fuller summary of how to respond to a disclosure can be found in Appendix F (a direct reference to KCSiE (2024)) on actions where there are concerns about a child

The key points to be remembered are:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which might not be possible to keep.
- Never promise a child that you will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Listen, rather than ask leading questions.
- Not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Ensure that the child feels secure once the disclosure is concluded.
- Record on CPOMS (see Record Keeping)
- Pass the information to the DSL without delay (if recording using CPOMS, this will be automatically passed to the DSL and their deputies).

REPORTING A DISCLOSURE

(A summary of this can be found in the College staff handbook 9.5.1 The Process of Referral. This can also be found in Appendix D)

If, at any point, there is risk of immediate serious harm to a child, a Child Protection Contact Referral should be made to Children's Services immediately.

A disclosure should be reported to the DSL immediately. If the DSL is not available then contact should be made with one of the Deputy DSLs. If the disclosure is about a member of staff, it should be made to the Headteacher; if the disclosure relates to the Headteacher, it should be made to the Chair of Governors. You will be asked to make a formal written record as soon as possible.

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

All concerns, discussions and decisions made and the reasons for those decisions should be recorded on CPOMS. If in doubt about recording requirements staff should discuss with the DSL.

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

- Make brief notes as soon as possible after the conversation and record on CPOMS;
- Not destroy the original notes in case they are needed by a court;
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- Use the body map (a pro forma body map is available on CPOMS) to indicate the position of any bruising or other injury as well as a clear description of the injury;
- Record statements and observations rather than interpretations or assumptions.

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

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

The member of staff making the disclosure will know that this is seen by the Safeguarding Team who are sent an immediate email notification through CPOMS. Detailed follow-up information will not usually be provided.

If the member of staff is apprehensive as to whether a concern has been dealt with by the DSL, they may approach any member of School SLT.

ACTIONS TO BE TAKEN BY THE DSL FOLLOWING A DISCLOSURE

The DSL will decide whether the concerns should be referred to Children's Services and, if so, will contact Hampshire Children's Services (or the most relevant local authority), or the Police if a crime has been committed, **within 24 hours** of a disclosure or suspicion of abuse.

If it is decided to make a Child Protection Contact Referral to Children's Services, this will be discussed with the parents, unless to do so would place the child at further risk of harm. No consent from either parents or child is required to make a Child Protection Contact Referral where there are concerns about the child's safety.

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

RECORDS

All Child Protection files for students which have necessitated involvement with Children's Services (Hampshire or Surrey) are held securely in the Headmaster's Office. In Reception, these pupils' files are masked with a Red Star to indicate that a CP file is held in the Headmasters' Office and that Dr Toal, DSL, should be contacted for further information.

CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff, volunteers and contract workers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff / volunteer and requests that the information is kept secret, it is important that the member of staff / volunteer tell the child in a manner appropriate to the child's age / stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

If any member of staff is concerned about a child he or she must inform the DSL. The DSL will decide whether the concerns should be raised to Children's Services and if deemed to have met the threshold a Child Protection Contact Referral will be completed. If it is decided to make a Child Protection Contact Referral to Children's Services, this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSL's role to make Child Protection Contact Referrals, any staff member can make a Child Protection Contact Referral to Children's Services if a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM). In these circumstances, a Child Protection Contact Referral should be made to Children's Services and/or the Police immediately. Where Child Protection Contact Referrals are made by another member of staff, the DSL should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the police. **This is a mandatory reporting duty.** See Keeping Children Safe in Education (DfE 2024): for further information.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of any verbal disclosures and observations. Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

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

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

COMMUNICATION WITH PARENTS

The School will ensure the child protection policy is available publicly via the school website, and in hard copy in the School Office. Parents will be informed prior to a Child Protection Contact Referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;
- Placing a member of staff from any agency at risk.

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children. Where reasonably possible the school will hold more than one emergency contact number for each student. (KCSiE, 2024)

Further guidance around information sharing can be located within; **Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers** *(*DfE, 2018):

https://www.gov.uk/government/publications/safeguarding-practitioners-information- sharing-advice

EXTRA FAMILIAL HARM (FORMERLY CONTEXTUAL SAFEGUARDING)

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

CHILDREN WHO MAY REQUIRE EARLY HELP (KNOWN AS FAMILIES SUPPORT SERVICES IN HAMPSHIRE)

Families Support Service (FSS) is Hampshire's strategy for early help for families. A directory of early help services is available at:

https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/early-help

This service will help practitioners and families find information and support to prevent escalation of needs and crisis.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL any ongoing/escalation of concerns so that consideration can be given to a Child Protection Contact Referral to Children's Services if the child's situation doesn't appear to be improving. If early help is appropriate,

the DSL or a deputy will generally lead on liaising with other agencies and setting up a **FSS** Assessment as appropriate.

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

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs;
- Communication barriers and difficulties
- Reluctance to challenge carers (professionals may over-empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice / participation
- Isolation – children with SEND can be more prone to peer group isolation

The College community is extremely diverse and we have a high proportion of students with specific needs, either SEN or EAL. It is therefore essential that the specific needs of such students are considered in any safeguarding strategy. The College has a full time Head of Learning Support who is also a Deputy DSL and a full member of the Safeguarding Team. This ensures that when concerns are raised by, or about, SEN students, the Head of Learning Support is able to immediately see the details on CPOMS and offer support and proactive interventions when necessary.

FILTERING AND MONITORING

Our College is directly responsible for ensuring we have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, schools and colleges should consider meeting the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - NCSC.GOV.UK

> From September 2024, "…governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. And, "..should ensure their school or college has appropriate filtering and monitoring systems in place and regularly review their effectiveness. The College has adopted the structure of its weekly safeguarding meeting to account for this and the College has invested in new software filtering systems to manage the process better as a function of the safeguarding team. They should ensure that the leadership team and relevant staff have an awareness and

understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

There is appropriate filtering and monitoring in place on all school devices and school networks. That staff training includes understanding roles and responsibilities in relation to filtering and monitoring. To support schools with this the DfE have produced the following guidance: Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

CHILD ON CHILD ABUSE

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

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery, and now generally referred to as sharing nudes or semi-nudes):
- Initiation/hazing type violence and rituals.

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

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

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

All staff must understand consent, and the School provides guidance as to understanding consent through the PSHE and tutorial programmes as part of a wider pastoral curriculum. In cases where a student may be identified as being vulnerable to abuse through lack of consent, an appropriate member of staff will work with the student(s) involved in delivering specific and targeted training on the nature of consent. Consent is defined by section 74 of the Sexual Offences Act 2003 and is about

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

a. a child under the age of 13 can never consent to any sexual activity;
b. the age of consent is 16; and
c. sexual intercourse without consent is rape

The sexual abuse of children by other children is a specific safeguarding issue in education: this can include sexual violence, sexual harassment and sexting (see Part 5 of KCSIE 2024). The 2021 Ofsted review of sexual abuse in schools revealed how prevalent sexual harassment and online sexual abuse are for children and young people and their reluctance to report incidents of abuse for a wide variety of reasons. The Review recommends that all schools act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports. The College maintains a zero-tolerance policy regarding all forms of sexual harassment and sexual abuse and staff must be aware of potential risks and vulnerabilities

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

SERIOUS VIOLENCE

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime:

- Increased absence from college
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

Also refer to **Schools Toolkit** the characteristics of young peoples' vulnerability to CSE and CCE on the HGFL: **https://thegrid.org.uk/safeguarding-and-child-protection/child- protection/specific-safeguarding-issues/child-sexual-and-criminal-exploitation**

CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are age appropriate guides available from the Gov.uk website to support children 5-11-year olds and 12-17 year olds which will be made available to any student at the School who is required to attend criminal court(s). Making child arrangements via the family courts following separation can be stressful and entrench conflict in families and it is important that any staff / volunteers working with a student in this or similar situations recognise that this can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be

useful for some parents and carers and the DSL (or deputy as appropriate) will pass this information on if required.

CHILDREN MISSING FROM EDUCATION

Staff should be aware that a child going missing from education is a potential indicator of abuse or neglect and the issue should be treated as a safeguarding concern. The College will monitor all student absences and promptly address concerns about irregular attendance with the parent/carer. All staff are required to read and familiarise themselves with the College's Admissions Policy regarding children missing from education.

CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATIONS (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. More information include definitions and indicators are included in Annex B of KCSiE (DfE 2024).

CYBERCRIME

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- Unauthorized access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

RESPONDING TO A CYBER DISCLOSURE

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the Designated

Safeguarding Lead (or a deputy), will consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK. Further information can be found in Annexe B of KCSIE (2024) and School Online Safety Policy.

MENTAL HEALTH

All staff should 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 appropriate 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. The College also employs a trained counsellor who will be available to see students in strict confidence.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy and speaking to the schools DSL.

PREVENT: SAFEGUARDING CHILDREN AND YOUNG PEOPLE FROM RADICALISATION

Children can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of all school and college safeguarding approaches.

All schools and colleges are subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism." (page 133, KCSiE [DfE 2024])

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children's behaviour, which could indicate that they may be in need of Prevent support. They must act proportionately to the concern using the Prevent 'notice, check, share' approach, which may lead to the DSL making a Prevent referral.

Hampshire Council guidance on Prevent, and how to make a referral, can be accessed at

https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/childprotection/prevent-terrorism

SO-CALLED "HONOUR-BASED" VIOLENCE INCLUDING FEMALE GENITAL MUTILATION AND FORCED MARRIAGE

So-called “honour-based” violence encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community.

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse. Staff must be aware of the mandatory reporting duty to the Police.
- Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of either one or both parties and coercion is used.

THIRD PARTY DISCLOSURES

It is everyone’s responsibility to report concerns related to children and make referrals to Children Services and the Police if suspected that a child has been abused or is at risk of abuse. Therefore, when safeguarding concerns are shared to the DSL by a parent or member of the public, it is important to note that there is equal responsibility by the complainant to report the matter also directly rather than assume the responsibility is that of the school.

SUPPORT

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff / volunteer should, therefore, consider seeking support for him / herself and discuss this with the Designated Safeguarding Lead.

If there are any concerns about a member of staff in relation to safeguarding the College or allegations of abuse made against staff there is a process designed maintain the welfare and wellbeing of the child but also to uphold of the gospel values within our Mission as a Salesian Catholic school. This process can be accessed at Appendix G of this policy **-** *Allegations involving school staff/volunteers/contractors*

SAFER WOKRING PRACTICE

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the Code of Conduct and Safer Recruitment Consortium document *Guidance for safer working practice for those working with children and young people in education settings (May 2019)* and also *Addendum April 2020* available at **https://www.saferrecruitmentconsortium.org/**

MONITORING AND EVALUATING CHILD PROTECTION ARRANGEMENTS

There are a number of measures taken by the College to monitor the effectiveness of policies and procedures and ensure that the College provides a safe and caring environment for all students. These include:

- School risk management register;
- Annual review of safeguarding and associated policies;
- Safer recruitment procedures and policies are regularly reviewed and management checks of recruitment files and the Single Central register are carried out;

- Safeguarding is an agenda item on all Education Committee and Governing Body meeting agendas;
- There is a designated Governor (Mrs Anne Nash) with a CP brief who visits the School regularly and reviews school processes;
- Safeguarding is regularly discussed by the SLT;
- The DSL and SLT attend regular training and briefing sessions to ensure they are up to date with legislation and advice in their respective areas;
- The Hampshire audit document is used to monitor procedures; (The latest completed audit is from Sept 24)
- Compliance with the policy is monitored by the DSL and through staff performance measures.

APPENDIX A: SUMMARY OF STATUTORY LOCAL AND NATIONAL GUIDANCE THIS POLICY FOLLOWS

- The Children Act 1989
- The Children Act 2004
- Children and Social Work Act 2017
- Education Act 2002 (section 175/157)
- Education (Independent School Standards) Regulations 2014 require Independent Schools to safeguard and promote the welfare of children who are students at the school.
- Hampshire Safeguarding Children Partnership Manual
- ISI handbook for the Inspection of Schools - The Regulatory Requirements September 2022
- Keeping Children Safe in Education (KCSIE) DfE September 2024
- Working Together to Safeguard Children (DfE guidance July 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Counter Terrorism and Security Act 2015 (Section 26) Prevent Duty
- Disqualification under the Childcare Act 2006 (February 2015)
- *What to do if you're worried if a child is being abused* (March 2015)
- The use of social media for on-line radicalisation (July 2015)
- Mental Health and Behaviour in Schools (March 2015)
- Counselling in Schools – A Blueprint for the future (March 2015)
- Sexual Offences Act (2003)
- Female Genital Mutilation Act 2003 (section 74, Serious Crime Act 2015)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges DfE September 2021
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry including taking overseas to force them to marry whether or not the marriage takes place).
- Serious Violence Strategy 2018

KCSiE (DfE 2024) states that governing bodies should ensure that the School contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (DfE 2018/updated 9 December 2020).

HM Government's 'Working Together to Safeguard Children' (2018) requires all schools in Hampshire to follow the procedures for protecting children from abuse which are established by the Hampshire Safeguarding Children Partnership. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe:

- a child has been abused or is at risk of abuse
- a member of staff has behaved in a way that has, or may have harmed a child or indicates by their behaviour that they pose a risk of harm.

KCSiE (DfE 2024) places the following responsibilities on all schools:-

- Schools should be aware of and follow the procedures established by the Hampshire Safeguarding Children Partnership.
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of students, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse.
- A Designated Safeguarding Lead should have responsibility for coordinating action within the school and liaising with other agencies.
- Staff with designated responsibility for Child Protection should receive appropriate training every two years
- From September 2024, "…governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. And, "..should ensure their school or college has appropriate filtering and monitoring systems in place and regularly review their effectiveness. The College has adopted the structure of its weekly safeguarding meeting to account for this and the College has invested in new software filtering systems to manage the process better as a function of the safeguarding team. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The School is committed to following the Prevent Duty Guidance 2015, having due regard to the requirement to prevent children from being drawn into terrorism.

In accordance with Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) staff are aware of their statutory duty to report to the police where they discover either through disclosure by the victim or visual evidence that FGM appears to have been carried out on a girl under 18. KCSiE (DfE 2024) also states:

Governing bodies and proprietors have a strategic leadership responsibility for their school's or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

The role of the Designated Officer, known in Hampshire the **Local Authority Designated Officer (LADO),** is set out in 'Working Together to Safeguard Children' (2018). The LADO works within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child;
- possibly committed a criminal offence against children, or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

The LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work. The LADO is involved from the initial phase of the allegation through to the conclusion of the case. They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures. The LADO helps co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

APPENDIX B: WHAT THE GOVERNING BODY MUST DO

The Governing Body must ensure:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified;
- that there are effective procedures in place to deal with allegations of abuse made by other children;
- that an effective child protection policy is in place, together with a staff code of conduct and that all relevant polices are made available on the School's website;
- ensuring that staff induction is in place with regard to child protection and safeguarding:
- that all staff are clear about their roles and responsibilities;
- that all staff are provided with Part One (or Annex A where appropriate) and Annex B of Keeping Children Safe in Education (DfE Sept 2024)
- that appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional supportive material is provided in Annex D of KCSiE (DfE 2024).
- that a Designated Safeguarding Lead and deputy(ies) are appointed as the safeguarding lead and deputies respectively and that their key activities in this area (and protected time for them) are explicit in the job description approved by the Governing Body;
- that an appropriate senior member of staff from the senior leadership team is appointed to the role of DSL;
- that the DSL and deputy(ies) undergo formal child protection training every two years, in line with KCSiE and HSCP procedures, and receive regular, at least annual, safeguarding updates via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments, for example;
- that staff have the necessary skills, knowledge and understanding to keep safe children who are looked after by a local authority;
- that acting that acting in the best interests of children and young people is the priority and that a culture is created in which staff are confident to challenge senior leaders over any safeguarding concerns;
- that children are taught about how to keep themselves safe, including online safety;
- that a member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head
- that safeguarding policies and procedures are reviewed annually and that information is provided to the local authority concerning them and concerning how the above duties have been discharged;
- that Safeguarding is a standing item on all agendas of the Governing Body and Personnel Committee;
- that the minutes of the annual review of safeguarding (Summer meeting conducted by the DSL and the Governor responsible for Child Protection) demonstrate the appropriate depth and breadth of the review;

- that any referrals to the Disclosure and Barring service, Teaching Regulation Authority, Charity Commission or any other statutory authority are made when required.

APPENDIX C: CONTACT CHECKLIST

DSL & Prevent Lead:
Dr John Toal: 01252 893000 (Emergency: 07854631191) toalj@salesian.hants.sch.uk

Governor with lead responsibility for Safeguarding
Mrs Anne Nash, Governor, designated Governor responsible for Safeguarding/Child Protection, Levels 1 & 2 Child Protection Qualification, Safer Recruitment Training Qualification

Mr Mark Chatterton, ex-Hampshire Constabulary, is the Support Governor, responsible for Safeguarding/Child Protection.

Police – 101 Children's Services (including out of hours) - 0300 123 4043

The Child Abuse Investigation Unit can be contacted on 101.
This is a specialist team that is a department within the police with countywide responsibility for undertaking child protection investigations.

Hampshire Children's Services
Public phone number: 0300 555 1384
Professionals should complete the online Interagency Referral Form. For urgent Child protection enquiries, professionals can phone: 01329 225379. The FAQ section includes detailed information regarding the Children's Reception Team (CRT) and the Multi-Agency Safeguarding Hub (MASH).

If you have a concern about a member of staff working with children (in either a paid or voluntary capacity), contact the Local Area Designated Officer (LADO) on 01962 876364

https://www.hampshirescp.org.uk/about-us/contact-us/

Independent Schools Inspectorate
Concerns about a school or in relation to child protection – 0207 6000 100 concerns@isi.net

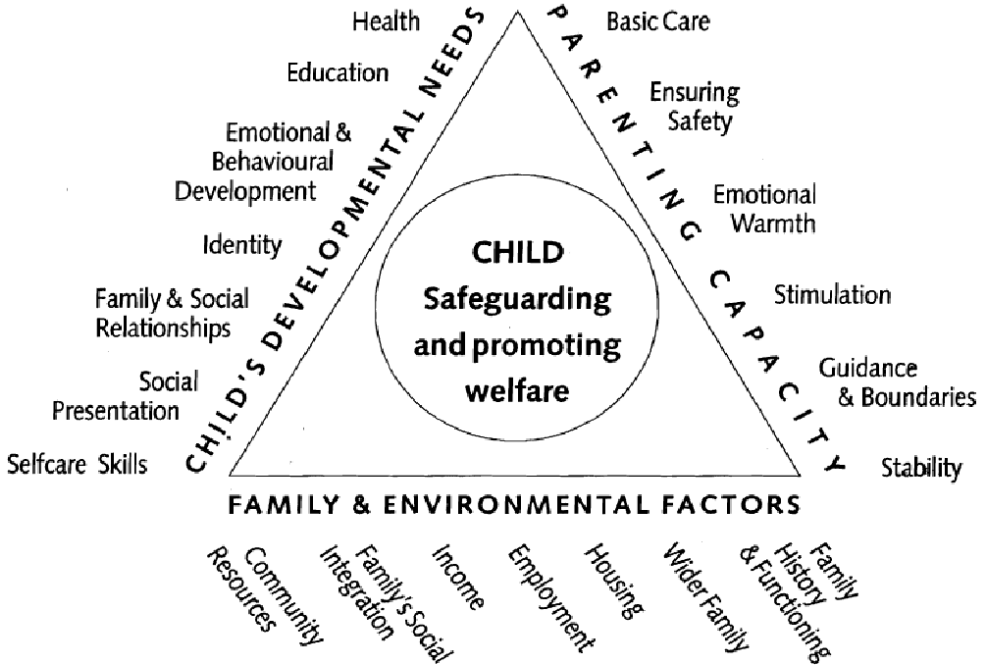
DfE Prevent dedicated telephone helpline
020 7340 7264

NSPCC
0800 800 5000
www.nspcc.org.uk
NSPCC Whistleblowing helpline - for staff who do not feel able to raise concerns regarding child protection failures internally:

help@nspcc.org.uk 0800 029 0285

APPENDIX D: INDICATORS OF ABUSE AND NEGLECT

THE FRAMEWORK FOR UNDERSTANDING CHILDREN'S NEEDS



Working Together to Safeguard Children (DFE, 2018)

Physical Abuse	
Physical abuse is 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.	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injury	Fabricated or induced illness -
Parent	**Family / Environment**
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of
Explanation inconsistent with injury	Marginalised or isolated by the
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

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

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, for example, 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 responsiveness to, a child's basic emotional needs.	
Child	
Failure to thrive - underweight,	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor
Inadequately clothed	Frequent lateness or non-attendance
Dry sparse hair	Abnormal voracious appetite at school or
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the	Constant tiredness
Swollen limbs with sores that are slow to	Disturbed peer relationships
Parent	**Family / Environment**
Failure to meet the child's basic essential	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse
Failure to provide adequate caretakers	History of unexplained death, illness or multiple
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of
Unkempt presentation	Lack of opportunities for child to play
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety
Mental health, alcohol or drug	

Sexual Abuse	
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually
Inexplicable changes in behaviour, such as becoming aggressive or	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and/or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	**Family / Environment**
History of sexual abuse	Marginalised or isolated by the
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or	History of unexplained death, illness or multiple surgery in parents and/or
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

APPENDIX E: FLOW CHART FOR STAFF GUIDANCE

Identifying a problem

- A direct approach from the student to you
- Other students or staff have voiced their concerns to you
- You (or others) have noticed significant changes in student's appearance – weight loss/gain, cutting, decline in personal hygiene etc.
- Mood changes have been noted – withdrawn, miserable, hyperactive
- Recent changes in the student's behaviour have been noted which may be out of character
- Student's academic performance has changed dramatically +/-
- Poor attendance and or punctuality have been noted

Dealing with a problem

- Don't avoid the situation
- Be proactive
- Have the confidence to approach the student and talk to them
- Don't wait for the situation to get worse

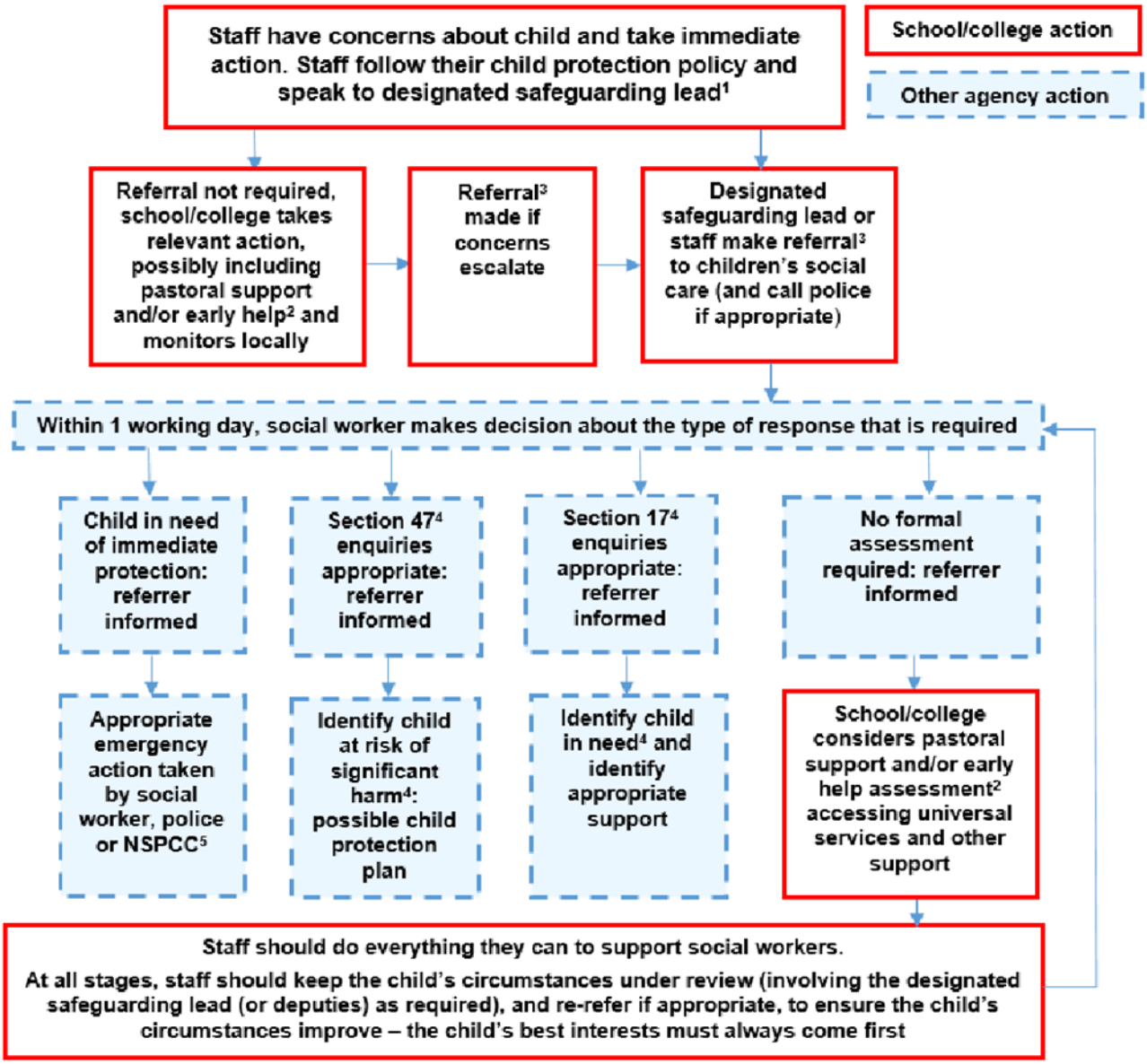
Support Options

- If after listening you feel unsure and think action may be required – options are to speak to the Head of Year, Form Tutor, Chaplain or DSL.
- The situation may only require listening. Remember time constraints – be honest with the student and yourself about how much time you have. Don't feel you have to deal with the situation on your own
- Make a CPOMS entry and inform HOY or Safeguarding Team

If a student DOES want to talk about their problems	**If a student DOES NOT want to talk about their problems**
• Encourage them to tell their parents and offer an open invitation to come back and talk to you. • FOLLOW UP. If the student is unable to tell parents, offer help to do this or explain that if they do not tell their parents you may have to call to inform them. Explain the justification for this to the pupil. • Nominate staff member to tell parents unless inappropriate (CP issues or pupil confidentiality).	• Try to encourage them to tell their parents, or to speak with a counsellor/trusted member of staff in confidence • If unsuccessful, keep open communication with the student and keep using gentle encouragement. They may need time to get used to the idea. • Keep good records and update CPOMS. • Discuss with DSL/senior pastoral team member if concerned about lack of progress or pupil safety.

APPENDIX F: ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD

Flowchart KCSiE [DfE 2024])



The National Police Chiefs' Council- *When to call the police* **guidance**
This advice covers incidents on school and college premises where students have potentially committed a crime. It provides guidance on what schools and colleges should bear in mind when considering contacting the police. This advice covers the following situations:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

This advice aims to support schools and college to make defensible decisions when considering whether to involve the police. Further guidance can be found at:

https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf

APPENDIX G: PROCEDURES FOR HANDLING ALLEGATIONS OF ABUSE MADE AGAINST STAFF

Section 1: Allegations That May Meet the Harms Threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. A 'case manager' will lead any investigation. This will be the Headteacher, or the Chair of Governors where the Headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the Accused until the Case is Resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

- **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for Dealing with Allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care

services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.
If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome
- The governing board/Head will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Specific actions:

Action Following a Criminal Investigation or Prosecution

The case manager will discuss with the LADO whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a Case Where the Allegation is Substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.
If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.
The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, Unfounded, False or Malicious Reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the Principal/DSL (or other senior person appointed by the Principal) will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, Unfounded, False or Malicious Allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and Information Sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning Lessons

After any cases where the allegations are substantiated, the case manager will review the circumstances of the case with the LADO to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future. This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent Allegations

Abuse can be reported, no matter how long ago it happened. We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations. Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: Concerns That Do Not Meet the Harm Threshold

The section is based on 'Section 2: Concerns That Do Not Meet the Harm Threshold' in part 4 of Keeping Children Safe in Education.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of Low-level Concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language

Sharing Low-level Concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately. We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to Low-level Concerns

If the concern is raised via a third party, the Headteacher (or a senior person appointed by the Head) will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The Principal will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct.

Record-keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this policy, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

POLICY CONTROL	
Author	Deputy Headteacher
SLT Approved Date	September 2024
Governors Approved Date	February 2025
Review schedule	Annual
Date of next review	September 2025