

SAFEGUARDING POLICY FOR ST. MARY'S SCHOOL

REVIEWED/APPROVED BY GOVERNORS: September 2020

POLICY TO BE REVIEWED: September 2021

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DEPUTY DESIGNATED SAFEGUARDING GOVERNOR	info@stmaryscolchester.org.uk
Out of Hours/Holidays The Designated Safeguarding Leads are always on call during term time after school hours. In holiday periods staff will be informed, via email, of which Designated Safeguarding Lead is 'on duty' if the need arises. Governors will also be informed.	

Please note: Any reference to staff within the policy includes supply staff, volunteers, visiting tutors (Peripatetic) and casual workers (Exam Invigilators and Cover Teachers not through an agency).

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SAFEGUARDING CHILDREN POLICY (INCLUDING EYFS)

1. Statement of Intent

St Mary's School fully recognises its responsibility and commitment to act in the best interest of the child for safeguarding and promoting the welfare of children who are pupils at the school. All pupils regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. This Safeguarding and Child Protection Policy forms a fundamental part of our approach to providing excellent pastoral care to all pupils. This policy has been prepared in accordance with the DfE and local guidance published by the Essex Safeguarding Children Board (ESCB):

- Keeping Children Safe in Education (September 2020) (KCSIE)
KCSIE incorporates the additional statutory guidance, disqualification under the Childcare Act 2006 (Sept 2018)
KCSIE also refers to the non-statutory advice for Practitioners: What to do if you're worried a child is being abused (March 2015)
- Non-statutory interim supplements to KCSIE: Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (2020 subject to DfE updates) and Safeguarding and remote education during coronavirus (COVID-19)
- KCSIE refers also to When to call the police, statutory guidance from the National Police Chief's Council
- Working Together to Safeguard Children (Sept 2018) (WT) (Information Sharing)
- Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
The Prevent duty: Department advice for schools and childminders (June 2015)
The use of social media for on-line radicalisation (July 2015)
- Essex Safeguarding Children Board guidelines – the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2019)
- Essex Effective Support
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)

We also have regard to Suffolk Safeguarding Children Board if the pupil lives in Suffolk.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. At St Mary's in order to fulfil this responsibility effectively, all professionals should ensure that their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. All staff and volunteers at St. Mary's are required to read and understand at least Part 1 of the KCSIE (2020) and Annex A if required to do so; plus any subsequent updates.

Staff members working with children should maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child, taking the child's wishes and feelings into account when determining what action and services to provide to support the

child

2. Roles and responsibilities

There is government guidance set out in [Working Together \(HMG, 2018\)](#) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. These arrangements sit under the [Essex Safeguarding Children Board](#) (ESCB).

In Essex, the statutory partners are Essex County Council, Essex Police and five of the seven Clinical Commissioning Groups covering the county.

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

In Essex, all professionals must work in accordance with the [SET Procedures \(ESCB, 2019\)](#)

The Governing Body ensures that they comply with their duties under legislation. They have regard to KSCIE guidance and ensure that the policies, procedures and training in school is effective and complies with the law at all times. The nominated Governor, currently Mr Jack Magill, is responsible for Safeguarding Children and will liaise with all Designated Safeguarding Leads in matters relating to Safeguarding. The Governing Body ensures that Safeguarding Policies and Procedures are in place, available to parents via the school website and reviewed annually ensuring that any deficiencies or weaknesses are addressed without delay. The Governing Body take a proportional risk-based approach to the level of information provided to temporary staff and volunteers.

The governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing body ensures that all members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regularly safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The governing body ensures our pupils are taught about safeguarding (including online safety) through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2020, our school will work in accordance with new government regulations which make the subjects of Relationships Education (for primary age pupils) and Relationships and Sex Education (for secondary age pupils) mandatory. These elements are incorporated within the school Personal, Social, Health, Education programme (PSHE)

The Principal will ensure that the Safeguarding Policies and Procedures are fully implemented and followed by all staff and that sufficient resources are allocated to enable the Designated Safeguarding Leads and other staff to discharge their responsibilities with regard to

Safeguarding.

The Designated Safeguarding Leads co-ordinate action on safeguarding and promoting the welfare of children within each school to ensure that all staff, volunteers and visitors to the school know who the Designated Safeguarding Leads are, who acts in their absence and that they are aware of their responsibilities in being alert to the signs of abuse and of their responsibility to report and record any concerns. The Designated Safeguarding Leads are responsible for fulfilling the job description of a Designated Safeguarding Lead (appendix 1):

St Mary's recognises that, because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Create a culture of vigilance where the welfare of our pupils is promoted and where timely and appropriate safeguarding action is taken.
- Establish and maintain an environment in which children feel safe, secure, are encouraged to talk and are listened to enabling children to learn
- Ensure children know that there are adults in the school whom they can approach if worried or are in difficulty
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating
- Include opportunities in the curriculum, specifically through Relationships Education (Lower School) and Relationships and Sex Education (Senior School), computing and IT for children to develop the skills they need to recognise and stay safe from abuse and to know who they should turn to for help
- Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others
- Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government
- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies

'Safeguarding' is broader than 'child protection'. As well as protecting pupils from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the welfare of children. It is recognised that safeguarding and promoting the welfare of pupils includes:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

- Taking action to enable all children to have the best outcomes

All Staff have a responsibility to provide a safe environment in which children can learn.

3. Assessing Need and Early Help

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child who may benefit from early help, even if they are not suffering harm or at immediate risk. Therefore, **all** staff must be prepared to identify children who may benefit from early help. The school recognises the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may also be required to support other agencies and professionals in their early help assessment.

Staff should be particularly alert to the potential need for early help for a child who:

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

Children in Need and Child Protection Plans

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children act 1989.

Children may need a social worker due to safeguarding or welfare needs. They may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The local authority should share the fact a child has a social worker, and the designated safeguarding leads should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both the local authority and school to safeguard and promote the welfare

of children.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, honour based abuse, and extra-familial threats like radicalisation and sexual exploitation.

Staff at St Mary's need to differentiate between safeguarding children who have suffered or are at risk of suffering serious harm and those who are in need of additional support from one or more agencies. The former should be reported to Children and Families Hub (and if appropriate the police) **immediately**, the latter should be referred to the Children and Families Hub via the Essex Effective Support portal, approaches could include use of the Shared Family Assessment (SFA), Common Assessment Framework (CAF)' and 'Team Around the Child' (TAC).

4. Referrals

Any staff member or visitor to the school must refer any concerns to the designated safeguarding lead or deputy designated safeguarding lead. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be sent to the Children and Families Hub via the Essex Effective Support portal. The school may also seek advice from Social Care or another appropriate agency about a concern, if we are unsure how to respond to it. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Children and Families Hub and/or Essex Police for advice on when to share information with parents/carers.

5. Definitions of Abuse and Neglect

Knowing what to look for is vital to 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. If staff are unsure they should always speak to the designated safeguarding lead (or deputy).

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

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

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

Sexual abuse: 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 looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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

Signs of abuse:

Interpreting behaviour is not an exact science. However, being alert to the behaviour of children and adults can provide extremely important information, which in context may alert one to children at risk. Below are factors that might alert us to the possibility that a child is at risk. All staff need to be aware of the signs and symptoms. However, indicators alone rarely confirm that a child is being abused. This will require further discussion and assessment. The factors below are not designed to be exhaustive, but to provide an aide-memoire that should enable staff and the Designated Safeguarding Lead to make informed decisions.

Possible signs and symptoms of physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away

Possible signs of emotional abuse:

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair-twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food and clothes

Possible signs of sexual abuse:

- Hints about secrets they cannot tell
- Ask if you will keep a secret if they tell you something
- Begin lying, stealing, blatantly cheating in the hope of being caught
- Have unexplained sources of money
- Starting wetting themselves
- Stop enjoying previously liked activities
- Be reluctant to undress for gym
- Exhibit sudden inexplicable changes in behaviour, such as becoming aggressive or

withdrawn, have outbursts of anger or irritability

- Become fearful of or refuse to see certain adults for no apparent reason
- Act in a sexual way inappropriate to their age, be inappropriately seductive
- Draw sexually explicit pictures depicting scenes of abuse
- Have chronic ailments, such as stomach pains or headaches
- Become severely depressed, even attempt suicide
- Have a poor self-image, self-mutilate, show self-hatred
- Continually run away
- Regress to younger behaviour, such as thumb-sucking, surrounding themselves with previously discarded toys
- Show discomfort when walking
- Saying that they are no good, dirty, rotten
- Be wary, watchful, withdrawn, isolated or excessively worried
- Repeat obscene words or phrases which may have been said during the abuse
- Attempt to sexually abuse another child
- Talk or write about sexual matters
- Find excuse not to go home
- Use drugs or drink to excess
- Have unexplained pregnancies
- Experience memory loss
- Become anorexic or bulimic
- Not allowed to go out on dates or have friends round
- Assume the role of parents in the house to such an extent that they do all the cooking, cleaning, childminding and are taking care of everyone's needs other than their own
- Have soreness/bleeding in the genital or anal areas or in the throat
- Have a recurring nightmare/be afraid of the dark
- Be unable to concentrate, seem to be in world of their own
- Have a "friend who has a problem" and then tell you about the abuse of this friend
- Sexually abuse a child, sibling or friend
- Exhibit a sudden change in school/work habits, become truant

Possible signs of neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking)
- No social relationships
- Compulsive stealing
- Scavenging for food and clothes

Specific Safeguarding Areas

6. Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal network or gangs.

7. Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms.

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This can include (but is not limited to) abuse within intimate partner relationships; bullying (including cyberbullying); 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; upskirting, which typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting (also known as youth produced sexual imagery); and initiating/hazing type violence and rituals (challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.)

At St Mary's School we do not tolerate any harmful behaviour and will take swift action to intervene where this occurs. We use assemblies and lessons to help children understand, in an age-appropriate way, what makes them feel uncomfortable and will encourage them to tell a trusted adult if concerned. The school will ensure that pupils understand that abuse is abuse and will never be tolerated or passed off as 'banter' or 'part of growing up'.

Where there is reasonable cause to suspect a child is suffering, or likely to suffer significant harm by the actions by one or more pupils the matter will be investigated according to the procedure laid out in this Policy, including referral to local agencies. It would be an expectation that in the event of disclosures about peer on peer abuse that all children involved, whether perpetrator or victim, are treated as being 'at risk'.

8. Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the

experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exists on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Whilst not intending to be an exhaustive list, sexual harassment can include;
Sexual comments, such as;

- Sexual comments, such as; telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual 'jokes' or taunting
- Physical behaviour, such as; deliberately brushing against someone, interfering with someone's clothes, and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include;
- Non-consensual sharing of sexual images and videos
- Sexualised online bullying
- Unwanted sexual comments and messages, including, on social media; and
- Sexual exploitation; coercion and threats and
- Upskirting

Staff should

- Make clear that sexual violence and harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerate or dismiss sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'
- Challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Further information can be found when making a report in Appendix 3.

Any reports made in school to staff should be addressed immediately in conjunction with the Designated Safeguarding Lead.

9. Bullying/Cyberbullying

To allow or condone bullying may lead to consideration under safeguarding children procedures. All incidences of bullying, including cyberbullying, will be dealt with in accordance with the school's Anti-Bullying policy. All incidents must be properly recorded on a Bullying/Cyberbullying Incident Sheet (found on the staff shared area) and handed to the Designated Safeguarding Lead who will investigate the incident further (see appendix 5)

If a cyberbullying incident is reported to a member of staff they must:

- Reassure the child that they have done the right thing by telling someone
- Make sure the child knows not to retaliate or return the message
- Help the child to keep relevant evidence for any investigation (e.g. by not deleting messages they've received, and by taking screen capture shots and noting web addresses of online cyberbullying instances).

The school will take steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police if necessary. The police will need to be involved to enable the service provider to look into the data of another user.

10. E-Safety (further guidance can be found in the school's ICT e-safety Policy)

All members of staff are trained in and receive regular updates in e-safety and recognising reporting concerns.

The Whole School's ICT e-safety policy recognises that Internet safety is a whole school responsibility, involving staff, pupils and parents with appropriate filters and monitoring systems in place.

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities that are inappropriate or possibly illegal. The school therefore recognises its responsibility to educate its pupils, teaching them appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

The three main areas of online risk could be categorised as:

Content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

Contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults;

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying

These issues are addressed within the curriculum, in the PSHE and ICT programme and in assemblies. Parents will also be invited to attend talks on e-safety. The latest resources which can be used are:

- Education for a connected world framework
- The UK Safer Internet Centre (www.saferinternet.org.uk)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)

11. Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group

takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- Can still be abuse even if the sexual activity appears consensual
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- Can take place in person or via technology, or a combination of both
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- May occur without the child or young person's immediate knowledge (eg through others copying videos or images they have created and posted on social media)
- 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; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age maybe 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

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

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

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate. The one page process map sets out the arrangements for CSE in Essex.

12. Child criminal exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity a) in exchange for something the victim needs or wants, and/or b) for the financial or other advantage of the perpetrator or facilitator and/or c) through violence or the threat of violence. The victim may have been criminally exploited if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

The designated safeguarding leads will lead on these issues and work with other agencies as appropriate.

13. County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line'.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher education institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home or school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral will be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

13. Contextual safeguarding

14. Domestic abuse

The cross government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or who have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual;
- financial; and
- emotional

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a children at risk of harm.

Further advice on can be sought from the NSPCC-UK on how to identify and support children who are affected by domestic abuse.

15. 'Honour Based' Abuse (-including FGM and Forced Marriage)

So called 'honour based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involved a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of motivation) and should be handled and escalated as such. If any staff are in doubt they should speak to the Designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If a member of staff is concerned about a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). They will activate local safeguarding procedures using existing national and local protocols for multi-agency liaison with police and children's social care.

16. Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or injury to female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Some cultural communities perceive that this is a cultural norm, or that it is appropriate for religious reasons. We are aware that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity will always be shown when approaching the subject. We will always challenge such abusive cultural norms as the welfare of the child is always paramount. We recognise that FGM is not endorsed as a religious practice. It is illegal in the UK to subject any child to FGM or to take a child abroad to undergo FGM. We follow our local safeguarding board procedures since any such child is at risk of significant harm through physical and emotional abuse. It may also be considered as sexual abuse. We are alert to indicators such as a known community who practices FGM, talk of a long holiday, excused swimming and PE on return for no apparent reason, the child may confide about a special ceremony, mother may have been known to

have undergone FGM, sister may have been known to have undergone the same procedure. Any disclosure will be notified to our designated lead without delay so that the appropriate referrals can be made and protective measures put into place through the intervention of the police and children's social care services, following our local safeguarding board procedures and national protocols.

Section 5B of the Female Genital Mutilation Act 2003 places a statutory legal duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professional to whom this mandatory reporting duty applies. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school's Designated Safeguarding Lead and involve children's social care as appropriate. The duty does not apply in reaction to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is aged 18 or over. In these cases, teachers should follow local safeguarding procedures.

17. Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning difficulties, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

If a member of staff suspects that a pupil is being forced into a marriage they must report it to the designated safeguarding lead.

Further advice can be sought from the Forced Marriage Unit 020 7008 0151.

18. Radicalisation and Extremism

We are aware of the introduction of the Counter-Terrorism and Security Act 2015 and Prevent Duty.

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes

against the moral principals in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

We seek to protect children and young people against the message of all violent extremism including, but not restricted to, those linked to Islamic ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

In the case of pupils identified as being at risk of Radicalisation, school will consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care.

19. Children Missing from Education

At St Mary's we will have regard to the statutory guidance as stated in the DfE publication 'Children Missing in Education: September 2016'.

A child going missing from an education setting, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risk of a child going missing in the future. Staff should treat prolonged or repeated absence or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly.

Parents should inform school of the reason for absence. Where contact is not made, a referral may be made to another appropriate agency (Education Access Team), Social Care or Police). Parents are also required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if we need to.

The Designated Safeguarding Lead will inform the local authority (where the pupil is resident) when a pupil's name is going to be deleted from the admissions register on certain grounds e.g.

- Home education
- Family has apparently moved away and no longer lives within reasonable distance of the school at which they are registered;
- Pupil has been certified as medically unfit to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Child is in custody for more than 4 months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of the end of that period; or,
- Pupil has been permanently excluded

We will inform the Local Authority of any pupil who fails to attend school regularly, or who has

been absent without the school's permission for a continuous period of 10 days or more. The Local Authority will also be informed if the school has not been informed of the new school when a pupil leaves.

To ensure that parents can be contacted at all times, the school will hold two or more contact details per pupil. Where contact cannot be made, a referral may be made to another appropriate agency (Education Access Team, Social Care, or Police.)

20. Looked After Children

St. Mary's has regard for the statutory guidance of Promoting the Education of Looked After and Previously Looked After Children (Feb 2018)

The most common reason for children becoming looked after is as a result of abuse and/or neglect. At St Mary's it is our duty to keep looked after children safe. Staff will be informed by the Designated Safeguarding Lead any information they need in relation to a child's looked after status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead holds the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff need to ensure that these children are kept safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

21. Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. As a school we recognise that 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 disability without further exploration;
- Being more prone to peer group isolation than other children;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

22. Supporting Children

Children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- Encouraging self-esteem and self-assertiveness through the curriculum specifically through PSHEE and Computing and IT, as well as promoting respectful relationships, challenging bullying and humiliating behaviour; The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil such as Children's Social Care

Services, Emotional well-being and mental health service (EWMHS), Education Welfare Service and Educational Psychology Service and those agencies involved in the safeguarding of children;

- The use of Early Help Services, through the Children and Families Hub, when appropriate; Notifying Children's Social Care Services immediately there is a significant concern;
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

23. Promoting positive mental health and resilience in school

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school aims to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

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

Only appropriately trained professional 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 suggest that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. Where we have concerns this may impact on mental health, we will seek advice and work with other agencies as appropriate to support a child and ensure they receive the help they need.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the school's procedure.

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school aims to develop the emotional well-being and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter-balance and promote further growth.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

24. Interagency working

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

25. Training including Staff Induction

When staff and volunteers join St Mary's they will be informed of the safeguarding children arrangements in place. This policy will be referred to and they will be told who the Designated Safeguarding Lead in each part of the school is, and who acts in their absence.

All staff, new including temporary staff and volunteers, will receive induction in Safeguarding Children. The induction programme will include:

- The school's child protection policy
- On-line safety
- The pupil behaviour policy
- The pupil anti-bullying policy
- The staff Behaviour Policy, IT acceptable use policy as well as the whistleblowing procedure
- The safeguarding response to children who go missing from education
- The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)
- A copy of Part 1 of KCSIE and Annex A for all school leaders and staff who work directly with children

Existing staff will be kept informed regarding any changes to KCSIE as necessary via email, e-bulletins or at staff meetings. This is to provide them with the relevant skills and knowledge to safeguard children effectively.

All staff will receive training in child protection and safe working practice, in line with advice from the Southend, Essex and Thurrock safeguarding board. The Designated Safeguarding Leads will receive updated Child Protection Training at least every two years. as set out in Annex B of KCSIE and covers inter-agency working, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children.

All staff take part in Prevent awareness training in order to equip them to identify pupils at risk of being drawn into terrorism and to challenge extremist ideas. This will also help staff to protect pupils from the risk of Radicalisation as referred to in the Counter-Terrorism and Security Act 2015 and Prevent Duty.

26. Staff Behaviour Policy

All teaching and support staff including volunteers and supply staff must adhere to the School's Staff Behaviour Policy which can be found in section 2 of the Staff Handbook. A copy can be made available to parents/carers upon request.

Please note that it is an offence for a person aged 18 or over, such as a teacher to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

27. Record Keeping and Information sharing

All concerns, discussions and decisions made regarding the safeguarding of pupils and the reasons for those decisions will be recorded in writing by the Designated Safeguarding Lead. This is essential to ensure pupils receive the right help at the right time.

Any member of staff receiving a disclosure of abuse from a child or noticing signs or symptoms of possible abuse, should make notes as soon as possible (within the hour, if possible) writing down exactly what was said, using the child's own words as far as possible. All notes should be timed, dated and signed, with name printed alongside the signature. A copy of the form to be used can be found in Appendix 4.

All records of a child protection nature should be passed to the relevant Designated Safeguarding Lead including case conference minutes and written records of any concerns.

Child protection records are kept securely, separate from the main pupil file, and in locked locations and are transferred in a safe and timely manner. In line with statutory guidance, when a pupil transfers to another school/educational setting (including college), child protection records will be marked 'confidential' and for the attention of the receiving school's Designated Safeguarding Lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school. Where a pupil joins our school, we will request child protection records from the previous school.

All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school or educational setting.

When a child moves school, in addition to handing over the child protection file securely, Designated Safeguarding Leads will also share information to the new educational establishment to ensure there is support in place when the child arrives and ensure key staff, such as the SENCO are aware of any additional needs.

The Designated Safeguarding Lead will maintain and regularly audit the school's child protection records and ensure that each stand-alone file includes a chronology of significant events.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human right concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about information sharing cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

We recognise that all matters relating to Child Protection are confidential.

The Principal or Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they cannot promise a child to keep secrets.

28. Communication with Parents

We recognise that good communication with parents is crucial in order to safeguard and promote the welfare of children effectively.

We will always undertake appropriate discussion with parents prior to involvement of another agency unless there are reasonable grounds to believe that a child is at risk of significant harm. We will ensure that parents have an understanding of the responsibilities placed on the school and staff to safeguard children and their duty to co-operate with other agencies in this respect.

29. Supporting Staff and Supervision of Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the relevant Designated Lead and to seek further support such as counselling or regular supervision, as appropriate. We will enable supervision for the Designated Safeguarding Lead through network meetings, direct consultation with the Senior Advisor or advanced social work practitioners in order to promote best practice and challenge unsatisfactory or poor practice.

In order to reduce the risk of allegations being made against staff and ensure that staff are competent, confident and safe to work with children, they will be made aware of safer working practice guidance and will be given opportunities in training to develop their understanding of what constitutes safe and unsafe behaviour.

30. Safer Recruitment and Selection of Staff

The school has a written recruitment policy statement and procedures linking explicitly to this policy. The statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs. Please refer to the separate Recruitment,

Selection and Disclosures Policy and Procedure which can be found in the staff handbook, section 1.

31. Allegations against Staff

We acknowledge that a pupil may make an allegation against a member of staff including supply staff and volunteer. If such an allegation is made, which meets the criteria as identified in part 4 of Keeping Children Safe in Education, the member of staff receiving the allegation will immediately inform the Principal (or the Director of Senior School or Lower School in her absence). If an allegation is made against the Principal, this must be reported to the Chair of Governors (or Safeguarding Governor in their absence) without informing the Principal. The Chair of Governors (or Safeguarding Governor in their absence) **must** inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on 03330 139797 without the Principal's knowledge. All unnecessary delays to the process should be eradicated. LADO will be contacted within one working day of all allegations that come to the school's attention or that are made directly to the police.

If a member of staff is reported to a designated person other than the Principal, the Principal must at all times be kept informed.

The school will not undertake any investigation.

In all cases of an allegation being made against a member of staff, supply staff or a volunteer, the school will immediately contact the LADO (03330 139797) within one working day to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. Discussions will be recorded in writing, and communication with both the individual and the parents of the child/children agreed. Due weight to the views of the LADO and the Policy will be taken when making decision about suspension. This is in accordance with the SET procedures (ESCB, 2019).

Supply staff employed by an employment agency will be fully involved in any enquiries from the LADO, police and/or children's social services.

In borderline cases informal discussions with the LADO may take place without naming the school or individual.

The Disclosure and Barring Service (DBS) will be informed of any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child.

Ceasing to use a person's services includes: dismissal, non-renewal of a fixed term contract, no longer engaging/refusing to engage a supply teacher provided by an employment agency, terminating the placement of a student teacher or other trainee, no longer using staff employed by contractors, no longer using volunteers, resignation or voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. Reports will include as much evidence about the circumstances of the case as possible. "Compromise Agreements or Settlement Agreements" cannot apply in this connection, or where the individual refuses to co-operate with an investigation.

The Teaching and Regulation Agency (TRA) will be contacted where a teacher has been dismissed (or would have been dismissed had he/she not resigned).

Where a dismissal does not reach the threshold for DBS referral separate consideration will be given to a TRA referral. Further guidance can be found in Teacher misconduct: the prohibition of teachers (October 2015)

St Mary's School will make every effort to maintain confidentiality and guard against unwanted publicity. In the event of an allegation made against a member of staff, the school is aware of its legal obligations to do its utmost to protect the anonymity of the member of staff during the investigation stage. This legislation is to protect staff in the event that an allegation is found to be unfounded or malicious.

32. Whistleblowing

All members of staff and the wider school community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the school leadership team. We have 'whistleblowing' procedures in place and these are available in the school Whistleblowing Policy (section 1 of staff handbook). However, for any member of staff who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the [NSPCC whistleblowing helpline](https://www.nspcc.org.uk/whistleblowing) on: 0800 028 0285 (line is available from 8:00am to 8:00pm Monday to Friday) or by email at: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

33. Complaint or Concerns expressed by Pupils, Parents, Staff or Volunteers

We recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.

We will also seek to ensure that the child or adult that makes the complaint is informed not only about the action the school will take but also be given an indication of the length of time that will be required to resolve the complaint. The school will endeavour to keep the child or adult regularly informed as to the progress of his/her complaint. The school's Complaints Policy is readily available.

34. Corporal Punishment

Corporal punishment is illegal in all circumstances. It should never be used or threatened as a punishment. Corporal punishment is defined as any intentional application of force for the purpose of punishment, which would constitute battery. This does not preclude the use of force in certain situations, where force is not being used as a disciplinary sanction but to prevent personal injury or damage to property.

This statement applies to all 'members of staff' both on and off the school site including those acting in loco parentis, such as unpaid, volunteer supervisors.

35. Positive Physical Intervention (See Use of Force in Behaviour Policy)

The school's statement on positive handling acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property, or themselves.

The school understands that physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding or disciplinary procedures.

A record of all incidents will be maintained by the Directors of the Lower and Senior Schools.

The school recognises that touch is appropriate in the context of working with children and all staff are given 'safe working practice guidance' to ensure that they are clear about their professional boundaries.

36. Abuse of Trust

We recognise that as adults working in the school we are in a relationship of trust with the pupils in our care and acknowledge that it could be a criminal offence to abuse that trust.

We acknowledge that the principal of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation.

We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

37. Health and Safety

The school's Health and Safety policy reflects the consideration we give to the safeguarding of our children both within the school environment and when undertaking school trips and visits.

38. Photography and use of images

The welfare and protection of children is paramount and consideration should always be given to whether the use of photography will place children at risk. Images may be used to harm children, for example as a preliminary to 'grooming' or by displaying them inappropriately on the internet, particularly social networking sites.

The safe and appropriate taking, using and storage of images is outlined in the school's Taking, Storing and Using Images Policy and the Acceptable Use Agreement.

39. Safe Environment

The school undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with local and national guidance and regulations concerning health and safety.

The school has adequate security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of school hours.

40. Early Years and later years (under-8's) childcare – Disqualification under the Childcare Act 2006 (Sept 2018) Staff

Staff within these years will be subject to safeguarding checks including a requirement to confirm that they are not disqualified from providing childcare under the Childcare

(Disqualification) Regulations 2009 and if required, complete a signed Staff Suitability Declaration form stating that they are not disqualified from providing childcare under the Childcare (Disqualification) Regulations 2009.

We will remind staff regularly of their duty to disclose relevant information with reference to the above act.

41. Mobile Technology (also refer to ICT e-safety policy)

Staff working within the EYFS must not use mobile phones whilst they are working with the children except in the case of an emergency.

When taking photographs of the children within the EYFS, only school cameras or iPads may be used.

42. Review

This policy will be reviewed annually.

43. Contacts

Internal	Hilary Vipond (Principal)	Designated Safeguarding Lead
	Anwen Jones (Director of Senior School)	Designated Safeguarding Lead
	Emma Stanhope (Director of Lower School)	Designated Safeguarding Lead

In the absence of the Designated Safeguarding Lead at either the senior or lower school site the other Designated Safeguarding Leads work as their deputy.

Jack Magill	Governor responsible for Safeguarding
Elizabeth Bevan	Chair of Governors

(Contact details can be found in the staff handbook)

Essex

External	Southend, Essex and Thurrock Child Safeguarding Board
Colchester Local Office	Children and Families Hub (Essex Social Care)
	Essex House
	200 The Crescent
	Colchester Business Park
	Colchester CO4 9YQ

(Opening hours 8.45 – 17.30 Mon-Thurs. 8.45 – 16.30 Fri)	0345 603 7627
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Out of Hours	0345 606 1212
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Essex Duty LADO - Childs Workforce Allegation Team	0333 013 9797
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Children and Families Hub	0345 603 7627
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Emotional well-being and mental health service (EWMHS)	0300 300 1600 (office hours)
Out of office hours/weekend	0300 555 1201

Seeking Advice from **Suffolk**

If concerned about the safety or well-being of a vulnerable child or adult at risk of abuse please contact:

MASH (Multi-Agency Safeguarding Hub) Professional Consultation line 0134 606 1499

Child Protection

LADO 0300 123 2044

Customer First Freephone 0808 800 4005

Emergency Duty Service 0808 800 4005

Suffolk Police Main Switchboard 01473 613500

NSPCC – Childline 0800 1111/Help for adults concerned about a child 0808 800 5000

NSPCC Whistleblowing helpline 0800 028 0285 email: help@nspcc.org.uk

Child Exploitation and Online Protection Centre 0870 000 3344

counter.extremism@education.gov.uk 020 7340 7264

Anti-terrorist hotline 0800 789 321

Appendix 1 – Role of the Designated Safeguarding Lead. ANNEX B: KCSIE

The Designated Safeguarding Lead should take **lead responsibility** for safeguarding and child protection.

The ultimate lead responsibility for child protection remains with the Designated Safeguarding Lead; this lead responsibility should **not** be delegated.

Please note: on-line safety in school is the responsibility of the Designated Safeguarding Lead.

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Working with others

- **Act as a point of contact with the three safeguarding partners;**
- Liaise with the Principal to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the 'case manager' (as per part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with staff (especially pastoral support staff, IT technicians and SENCOs and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for staff.

Training

The Designated Safeguarding Lead (and deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The Designated Safeguarding Lead should undertake Prevent awareness training.

Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social

care referral arrangements for example through locally agreed common and shared assessment processes such as early help assessments;

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and Radicalisation and are confident they have the capability so support SEND children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raising Awareness

- The Designated Safeguarding Lead should ensure the school policies are known and used appropriately;
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly; and work with governing bodies regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Ensuring that the school, and the staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection file

- Where children leave the school (including for in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN, are aware as required.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to support victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the Designated Safeguarding Lead (or deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working the Designated Safeguarding Lead, to define what 'available' means and whether in exceptional circumstances availability via phone or Skype or other such mediums is acceptable.
- It is a matter for individual schools and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Appendix 2 -Managing a Disclosure

Teachers and other staff in schools are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with pupils. If a child discloses directly to a member of staff, the following advice to staff will be followed:

- Listen carefully to what is said. Allow the pace of the conversation to be dictated by the pupil
- Ask only open questions such as:
“Could you please tell me what happened?”
“Please explain what you mean when you say...?”
“Can you describe the person? Or can you describe the place?”
- Accept what the pupil says and do not ask questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, eg “Did your dad hit you?”
- Do not force the child to repeat what he/she said in front of another person
- Do not promise confidentiality
- Do not begin an investigation – for example by asking the child to record what happened in writing or taking a photograph of any injuries. Note carefully any visible signs of injury or neglect
- Reassure the pupil that they have done the right thing, that it is not their fault, and explain that you will need to tell the Designated Safeguarding Lead and why
- Report immediately to a Designated Safeguarding Lead and complete a hand-written record as soon after the disclosure as possible and in any case within 24 hours, using the child's words as far as possible. Use body maps to record any observed injuries. Note staff must only view parts of a child's body which are normally visible
- Where a child discloses safeguarding allegations against another pupil in the same setting, the Designated Safeguarding Lead should refer to the local procedure on the ECSB website and seek advice before commencing its own investigation or contacting parents

Appendix 3 Managing reports of child on child sexual violence and sexual harassment

A child is likely to disclose to someone they trust: this could be **anyone** on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.

- If possible, manage the report with two members of staff present, (preferably one of the them being the designated safeguarding lead or deputy)
- Do not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further (eg with Designated Safeguarding Lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to
- Listen carefully to the child, being non-judgemental, being clear about the boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc
- Consider the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made
- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation
- Where the report includes an online element, being aware of searching screening and confiscation advice and UKCCIS sexting advice. The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provide more details on what to do when viewing an image is unavoidable
- Inform the designated safeguarding lead (or deputy), as soon as possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Risk Assessment

Following a report of sexual violence, the designated safeguarding lead will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment will consider:

- The victim, especially their protection and support
- The alleged perpetrator
- All the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them

The risk assessments will be recorded (written or electronic) and will be kept under review. At all times, school will actively consider the risks posed to all their pupils and put adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or deputy) will ensure that they are engaging with children's social care and specialist services as required.

Please note: The wishes of the victim of how they wish to proceed will be considered. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support they will be offered.



Appendix 4 – Safeguarding/Child Protection
Recording Information

Name of Student:

Year Group/Form:

Date:

Time:

Present:

Observations (if any):

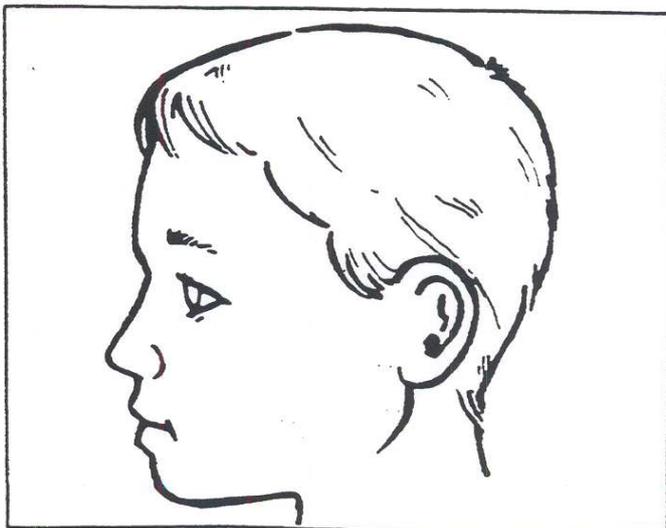
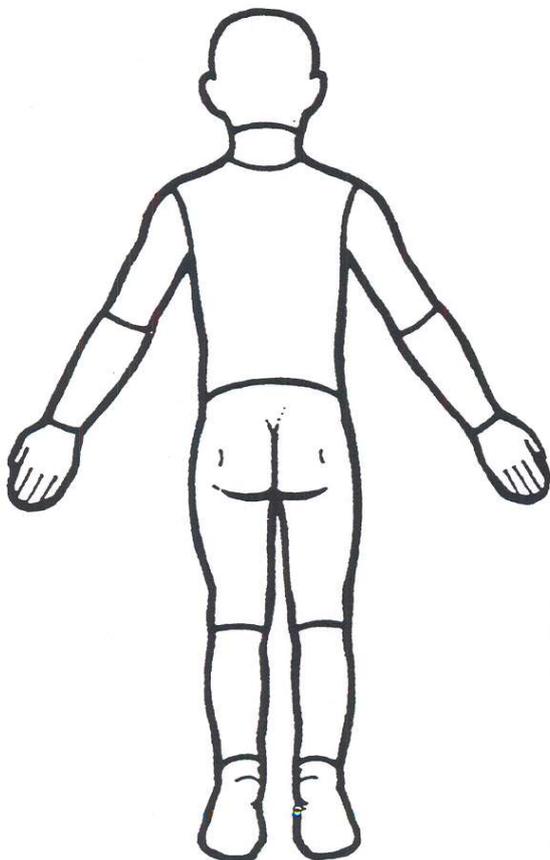
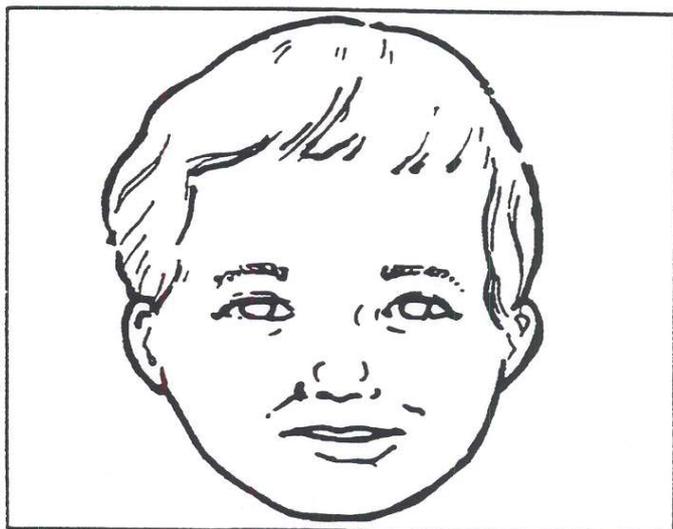
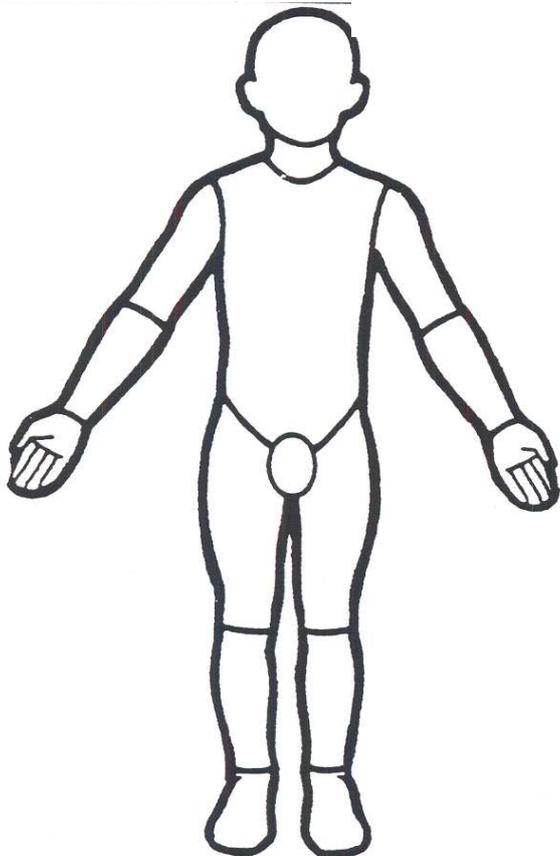
What was the nature of the disclosure:

What the young person said (include your reply):

Any other specific details e.g. Health issues

Signed:

Body Map





Appendix 5 - Incident Report Form – (including e-Safety and Bullying)

All incidents should be reported to the Designated Safeguarding Lead.

Date: _____

Name of person reporting incident: _____

Pupil(s) involved: _____

Location of incident

- In school (please specify) _____
- Outside of school (please specify) _____

Type of concern:

- Cyber bullying/harassment
- Bullying
- Deliberately bypassing security
- Accessing unsuitable content
- Racist, sexist or homophobic material
- Radicalisation or extremism
- Material of a sexual nature
- Other (please specify) _____

Nature of incident:

Deliberate access:

The material was:

- created viewed printed shown to others
- transmitted to others distributed

Accidental access:

The material was:

- created viewed printed shown to others
- transmitted to others distributed

