



St. Jérôme Church of England
Bilingual School

**Child Protection
and
Safeguarding Policy**

*St. Jérôme Bilingual School is committed
to safeguarding and promoting the welfare of children.*

Headteacher: _____

Chair of the Governing Body: _____

Date: September 2021

Next Review: September 2022

*"I have suffered too much grief in setting down these heartrending memories.
If I try to describe him, it is to make sure that I shall not forget him."*

The Little Prince by Antoine de Saint-Exupery
www.victoria-climbiie-inquiry.org.uk

Named staff with specific child protection responsibilities:

The Designated Safeguarding Lead

Mrs Sarah Cox

Deputy Head

sarah.cox@stjeromebilingual.org

020 3019 6363 (Office)

The Deputy Designated Safeguarding Leads

Revd. Daniel Norris and Mrs Marianne Isherwood

Via the school 020 3019 6363 (Office)

Nominated Governor for Child Protection

Marie-Noelle Stacey

MarieNoelle.stacey@gov.stjeromebilingual.org

Chair of Governors

Ian Fernandes

ian.fernandes@gov.stjeromebilingual.org

Child and Family Services of the London Borough of Harrow

Children's Access Team	Emergency Duty Team
<i>The Golden Number</i>	(24 hours)
Tel: 020 8901 2690	Tel: 020 8424 0999
Harrow Local Safeguarding Children Board	Allegations Manager/LADO
Second Floor, Civic Centre, Station Road, Harrow, Middlesex, HA1 2UL Tel: 020 8424 1147 lscb@harrow.gov.uk	Janice Miller Tel: 0208736 6435 (Mon-Fri) Tel: 020 8863 5611 (Other times) Janice.Miller@harrow.gov.uk

Other Contacts

Crimestoppers

Tel: 0800 555 111

ChildLine

Tel: 0800 111111

NSPCC

Tel: 0800 800500

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35. Summary

St Jérôme School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

An agreed definition of safeguarding is: 'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.'

'All agencies take all reasonable measures to ensure that the risks of harm to children's welfare are minimised. Where there are concerns, all agencies take action to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies' - *Joint Chief Inspectors' Report 2002*.

Promoting welfare involves 'creating opportunities to enable children to have optimum life chances in adulthood' – *Framework for the Assessment of Children in Need and their Families* (Government guidance 2000).

The Governing Body will act in accordance with Section 175 of the Education Act 2002 and the supporting statutory guidance 'Safeguarding Children and Safer Recruitment in Education' (2006) to safeguard and promote the welfare of children in this school.

All children have the right to be safeguarded from harm or exploitation whatever their

- race, religion, first language or ethnicity
- gender or sexuality
- age
- health or disability
- political or immigration status

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

Staff sign to say they have received and read the following documents annually:

- Child Protection and Safeguarding Policy
- Keeping Children Safe in Education Part 1 (2021)
- Guidance for Safer Working Practices (2015)
- Allegations of Abuse against Teachers and Other Staff
- Complaints Policy
- e-Safety Policy
- ICT Usage Policy
- Intimate and Personal Care Policy

- PSHE & RSE Policy
- Managing Medicines Policy
- Mobile Phone Policy
- Positive Handling (Restraint of Pupils) Policy
- Staff Code of Conduct
- Staff Handbook
- Whistleblowing Policy

All staff will receive annual safeguarding training, including online safety, to ensure that they are aware of the four main types of abuse and how to identify them (Appendix 1), as well as other serious safeguarding issues laid out in Keeping Children Safe in Education 2021.

Volunteers receive a copy of the Child Protection and Safeguarding Policy and Keeping Children Safe in Education (2021) Part 1. They also receive a leaflet outlining safeguarding procedures. A safeguarding workshop for volunteers or staff joining part way through an academic year is delivered before any unsupervised work with children takes place.

Visitors to the school are given a badge (with photo) and sign (electronically) to say they have read and understood our safeguarding procedures.

1. AIMS

The aim of all governors and staff in establishing this policy is to safeguard and promote children's welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The children's welfare is of paramount importance. In order to protect and support children there will be an emphasis on:

- Prevention through a positive and open atmosphere, teaching and pastoral care.
- Protection through following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond suitably and sensitively to Child Protection concerns.
- Support for children who may have been abused.

The aims of this policy are:

- To ensure that every child has the right to an environment that supports their physical, social, intellectual, emotional and mental health.
- To provide clear direction to staff and others about expected codes of behaviour in dealing with Child Protection issues.

- To make explicit the school's commitment to the development of good practice and sound procedures so that Child Protection concerns and referrals are handled sensitively, professionally and in ways which support the needs of the child.
- To raise the awareness of all staff for the need for Child Protection and their responsibility in identifying and reporting possible cases of abuse.
- To support children who are, have been or may be being abused.
- To support staff who are, or have been working with children who have been abused.
- To integrate a Child Protection aspect within the Curriculum.
- To ensure that all members of staff receive foundation training in Child Protection and are aware of children's rights and their responsibilities to uphold them.
- To ensure staff's commitment to the implementation and continuous review of this policy.
- To promote effective liaison with other agencies in order to work together for the protection of all members of the community.

2. INTRODUCTION.

Safeguarding is the responsibility of all adults (including volunteers) within the school. All staff, teaching and support staff, including any lunchtime or extended services staff, should be familiar with the policy and other related documents as stated in the contents.

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Staff must be aware of the confidential nature of child protection issues and know the appropriate procedures. Review and reminders take place at the beginning of each term and more often as required.

Procedures for any Child Protection issue are clearly stated in this policy and can also be found on the Harrow Local Safeguarding Board website. All adults in school are given a personal copy (via e-mail) of this school policy and sign to say they have read it. Induction for new staff is a further opportunity to provide training. The policy is available on the school website or from the school office.

If in doubt discuss any matter with the Head Teacher.

3. ROLES AND RESPONSIBILITIES OF THE HEAD TEACHER

The Head Teacher will ensure that:

- a. the School's policies and procedures for Safeguarding and Child Protection are fully implemented and followed by all staff;
- b. sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings;
- c. all staff and volunteers feel able to raise concerns about poor and unsafe practices in regard to children, and such concerns are addressed sensitively and effectively in a timely manner;
- d. in September all staff are aware of the Designated Safeguarding Lead and the Deputy Safeguarding Leads.

4. ROLES AND RESPONSIBILITIES OF STAFF

School staff are responsible for the safety and welfare of pupils.

They must always inform the Designated Safeguarding Lead or their deputy with any concerns they have about a pupil's safety and well-being. These concerns must be recorded and discussed and the Designated Safeguarding Lead will decide on whether the pupil is suffering, or is likely to suffer, significant harm, and whether or not to make a referral.

The Designated Safeguarding Lead has specific responsibilities that are itemised below and it is the responsibility of the Deputy Designated Safeguarding Lead to ensure continuity of these duties and responsibilities in the absence of the Designated Safeguarding Lead.

The Designated Safeguarding Lead is: Sarah Cox (Deputy Head) and the Deputy Designated Safeguarding Leads are: Daniel Norris and Marianne Isherwood.

The DSL is responsible for ensuring information relating to Looked After Children (LAC) is passed to appropriate staff in line with Keeping Children Safe in Education (2021).

The role of the Designated Safeguarding Lead is:

- To ensure all staff and volunteers are familiar with school and government guidelines for identifying and reporting abuse, including allegations of abuse against staff and receive induction within 7 days.
- To ensure that the school operates an effective Child Protection policy.
- To monitor, evaluate and update guidelines/ policy whenever necessary. To have a thorough knowledge and understanding of procedures related to Child Protection.
- To gain the trust of the children and staff and to offer support and sympathetic understanding to those involved in suspected child abuse cases.
- To consider at what point to involve parents and those with parental responsibility.
- To be responsible for co-ordinating action and liaising with other agencies and support services for Child Protection issues.
- To monitor the attendance and development of children who are subject to a Child Protection Plan.
- To maintain accurate and secure Child Protection records in chronological order.
- To ensure that all staff, including temporary staff, receive foundation training in Child Protection and that it is reviewed annually (including face to face training and email updates).
- Ensure that he/she receives refresher training annually to keep his/her knowledge and skills up to date
- Ensure that all staff and volunteers are aware of the Harrow Inter-agency Child Protection and Safeguarding Children Procedures and any other relevant local guidance
- Ensure that the Headteacher is kept fully informed of any concerns
- Develop effective working relationships with other agencies and services
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an assessment under the Universal Early Help Assessment (previously known as CAF) or refer to Children's Services
- Liaise and work with Children's Services over suspected cases of child abuse
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision
- Submit reports to, ensure the school's attendance at child protection conferences and contribute to decision making and delivery of actions planned to safeguard the child
- Ensure that the school effectively monitors children about whom there are concerns, including notifying Children's Services when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan
- Provide guidance to parents, children and staff about obtaining suitable support
- Make parents aware of the safeguarding procedures used and how to access the Child Protection policy.

5. ROLE OF THE GOVERNING BODY AND DESIGNATED GOVERNOR

All Governors are required to have an enhanced criminal records certificate from the DBS. A section 128 check for all governors will also be carried out. Associate members are appointed by the governing body to serve on committees. Enhanced DBS checks are mandatory for school governors but not associate members.

The Governing Body review the Child Protection and Safeguarding Policy annually and are made aware of Child Protection issues through an annual report from the Designated Safeguarding Lead.

The designated Governor is: Marie-Noelle Stacey

On behalf of and in partnership with the Governing Body the Designated Governor ensures that:

- an appropriate Child Protection policy and procedures are in place and they are made available to parents on request and are available on the school website: www.stjeromebilingual.org
- An appropriate member of the school's leadership team is designated to take responsibility for dealing with Child Protection issues as the Designated Safeguarding Lead and to be the Designated Teacher for Looked After Children (LAC).
- Appropriate training is undertaken by the Designated Safeguarding Lead (updated at least every two years) and all staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively, and that temporary staff or volunteers are made aware of the school's arrangements and responsibilities.
- Ensure the Designated Safeguarding Lead undertakes training, in addition to basic child protection, to Advanced Level in multi-agency working that is provided by Harrow Local Safeguarding Children Board (<http://www.harrowlscb.co.uk/>) and has refresher training at least two-yearly intervals.
- Safer recruitment best practice is followed in all appointments and that at least one person who has been appropriately trained in safer recruitment is on each appointment panel.
- The school continues to hold and maintain a Single Central Record of vetting checks that comply with statutory safeguarding requirements, as set out in current guidance.
- Any deficiencies or weaknesses brought to the attention of the Governing Body are addressed without delay and rectified.

- The school has obtained, and holds on record, written confirmation from any supply agencies and/ or contractors that they follow safer recruitment best practice when employing staff that they will supply to the school.
- That all new staff, including supply staff and volunteers, are given mandatory induction which ensures that they are familiar with this policy and reporting arrangements.
- In addition to staff induction all members of staff receive annual updates relating to Child Protection policies and procedures and that all staff are aware of who the Designated Safeguarding Lead and Deputy are. In line with best practice all staff are given a copy of the summary of Keeping Children Safe in Education (2021) and are asked to sign that they have read this.

The school undertakes an annual Safeguarding audit and this is discussed and signed off by the Designated Governor. The Designated Governor monitors all areas identified for improvement or development and ensures that all necessary actions identified are completed.

The Chair of Governors has responsibility for liaising with the local authority (LA) and / or other partner agencies in the event of an allegation being made against the Headteacher.

6. CHILD PROTECTION IN THE CURRICULUM

- The class teacher has knowledge of his/her children and is therefore in a position to observe changes.
- The school ethos promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- School staff have the opportunity to build a welcoming, trusting atmosphere.
- School staff are made aware of equality issues - race, gender, disability, religious and different cultures and backgrounds.
- School staff work towards creating confident children with good self-esteem and fostering the spirit of independence.
- Space is created so that children can be listened to and articulate their wishes and feelings.
- Opportunities for class and group discussions of thoughts and feelings are planned for in an atmosphere of trust, acceptance and tolerance. This is often through the use of circle time or godly play.
- Staff receive training on delivery of PSHE and RSE and key concepts of child protection are integrated into our PSHE and RSE curriculum e.g. health and personal safety, e-safety, risk.

7. DEALING WITH DISCLOSURES/ CONCERNS.

Disclosures

It is vital that staff never guarantee confidentiality to a child as other people may need to be informed and involved. If a child asks a member of staff to keep a secret the child should be informed sensitively that this cannot be guaranteed and that they may need to inform someone else in order to seek help and support. The information would not be given to anyone other than those who need to know, in the best interests of the child.

Guidance for staff if a child makes a disclosure:

- Allow the child to tell you in their own time
- Don't interrupt unless you need clarification
- Don't lead or prompt
- Reassure the child that you have heard and tell them what you will do next
- Do not promise confidentiality
- Write it down as soon as you can and draw a body map or diagram if necessary
- Report this to the Designated Safeguarding Lead or Deputy as soon as possible

Procedure to follow if a member of staff is concerned about the welfare or safety of a child

Each class teacher will have access to a class spreadsheet where they will make a note of any small changes in the child's circumstances or any minor concerns the teacher may have so that this can be monitored and checked for any patterns or growing concerns. This will be checked weekly by the Designated Safeguarding Lead or Deputy Safeguarding Lead.

Safeguarding is a key agenda item for leadership and phase meetings so that any training needs can be met quickly and staff remain up to date with guidance and school priorities.

Any concern about the welfare or safety of a child should be reported directly to the Designated Safeguarding Lead or Deputy and not discussed with the wider staff team.

Details of the concern should be written down on a cause for concern form (Appendix 2) including precisely what a child has said, and should be reported. This should be signed and dated by the member of staff. The child should be reassured and believed. Confidentiality or keeping secrets should not be promised to the child. Nothing should be said to parents prior to discussion with the Designated Safeguarding Lead who will decide what action, if any, is most appropriate.

All concerns relating to physical or sexual abuse must be reported to the Designated Safeguarding Lead immediately, without delay, in person. A cause for concern form can then be completed for accuracy of records.

Procedures to follow when the Designated Safeguarding Lead is notified of a concern about the welfare or safety of a child

On receiving notification of a concern about the welfare and safety of a child, The Designated Safeguarding Lead will investigate the matter further, as soon as possible, by speaking to relevant people appropriate to the situation. A decision will be made as to whether action needs to be taken and, if so what action would be appropriate. The Designated Safeguarding Lead may decide that it is necessary to make a referral to Harrow Children's Services via the Golden Number 020 8901 2690.

All staff may raise concerns about the children's social care if they believe there is a risk of immediate serious harm to the child. If the child's situation does not appear to be improving, the staff member with concerns should press for reconsideration.

The Common Assessment Framework (CAF)

This form should be used when we consider that a child has needs which cannot be met solely by the services or resources within the school, and where, following assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.

In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family, and why we believe that a more co-ordinated approach is needed. This information then provides the basis for the completion of the Multi-Agency Assessment and Referral form. The request for coordinated support services for a family should always be discussed with parents, unless to do so would place the child or others at risk of harm.

Where, following an assessment of a situation, it is considered that immediate protective action is required, a Child Protection referral must be made by the DSL or Deputy DSL. **This referral will be by telephone to the relevant team of Children's Services, followed up by a hard copy for confirmation. THIS REFERRAL WILL BE DONE URGENTLY.** The Multi-Agency Form should then be forwarded by the DSL to Childrens' Services. If it is a Child Protection referral:

- The referral form is completed by the DSL or Deputy DSL
- A copy of the form is retained in the secure Child Protection file
- The Headteacher is informed of all referrals

Attendance at Child Protection Conferences

Child Protection Conferences are multi-agency meetings for all those involved with a pupil where a Child Protection referral has been accepted. All term-time conferences are attended by the relevant DSL, who will have been trained.

8. ALLEGATIONS AGAINST STAFF / SUPPLY TEACHERS / VOLUNTEERS / VISITORS

This section is based on 'Section 1: Allegations that may meet the harms threshold' in part 4 of Keeping Children Safe in Education and is inline with our Complaints policy and Whistleblowing Policy.

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

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

If an allegation is made against a member of the school staff (or a volunteer helper), it will always be investigated by the Headteacher or in the case of the allegation being against the Headteacher, by the chair of the Governing Body. If it is felt, after these initial investigations, that a further enquiry is needed, then the member of staff will be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. However, it is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from the Local Authority on these matters, and comply with national and locally agreed guidance.

Consideration and support will be provided for staff where appropriate, so that personal or professional difficulties do not get in the way of supporting children.

Staff are advised to avoid situations where allegations may be made against them and are advised against working one to one with children. Where this is unavoidable, it is advised that they work in view of another member of staff.

The school has a detailed policy for dealing with allegations against staff that is regularly reviewed by the Full Governing Body.

Where it is necessary to refer a case to the Designated Officer (LADO) this can be done by calling **020 8736 6435** (Mon-Fri) or **020 8863 5611** (at other times) or emailing janice.miller@harrow.gov.uk

Further guidance on Whistleblowing can be found via:

<https://www.gov.uk/whistleblowing>

and NSPCC advice:

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

9. RECORDS AND MONITORING

Well-kept records are essential to good Child Protection practice.

Records of pupil behaviour and welfare are recorded on a secure system. Any paper records are kept locked in a secure filing cabinet in the Designated Safeguarding Lead's Office.

Children with Child Protection concerns are monitored by the DSLs and by the relevant staff who work with the pupils, i.e. their class teacher. The staff will be provided with need-to-know information only.

The DSL must always be informed if there are Child Protection concerns about a pupil. The concerns must be recorded and discussed with the DSL, who will decide whether the pupil is suffering, or is likely to suffer, significant harm, and whether or not to make a referral.

If a pupil transfers to another school, the Child Protection records are taken to the new school and handed to the DSL of the new school or alternatively sent by registered post to the named person. This school will keep a copy of pertinent documents.

10. SUPPORTING CHILDREN AT RISK

School may be the only stable, secure, and predictable element in the lives of children at risk. Their behaviour may be challenging and defiant and there may even be moves to consider suspension or exclusion. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

We will endeavour to support children through:

- (a) The curriculum, to encourage self-esteem and self-motivation.
- (b) The culture and ethos, which promotes a positive, supportive and secure environment and which gives all children and adults a sense of being respected and valued.
- (c) Opportunities for children to share concerns through strategies such as circle time / worry boxes / school counsellor (if applicable).
- (d) The implementation of behaviour strategies.
- (e) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays.
- (f) Regular liaison with other professionals and agencies that support the child and their families.
- (g) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- (h) The development and support of responsive and knowledgeable staff trained to respond appropriately in Child Protection situations.

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment, and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, or mental health issues, children may also be vulnerable and in need of support or protection.

11. EARLY SUPPORT

Research shows that prevention, early support and joint working with multi-agency partners can significantly reduce the need for statutory intervention later on in children's lives and can significantly reduce harm to children.

Early Support delivers services and activities for parents, carers, pregnant women and young people aged 0-19 (or up to 25 with Special Educational Needs/disability).

It is a non-statutory service area that supports children, young people and families to improve their outcomes and reach their goals and aspirations. It does this through positive engagements, sustaining their power, finding out more about the strengths they have, exploring with them their needs and helping them to identify the things that they would want to change in order to be the person and/ parent they want to be.

Where we are concerned about a family, we will offer an early help assessment referral to ensure they get the help they need and have access to support.

12. CHILDREN WITH SEND AND OTHER VULNERABLE PUPILS

At Saint Jérôme School we understand that children with SEN and Disabilities are at greater risk of being abused and are aware of the additional safeguarding challenges that can arise. We recognise that SEND or other additional barriers such as EAL or certain health conditions may cause make it more difficult for a child to let us know about abuse. We believe that **they** have an equal right to protection and as a result we will ensure we work closely with pupils and understand that their behaviour, mood and injury may relate to possible abuse and not just their SEN or disability. We are conscious that there is a higher risk of peer isolation, a disproportionate impact of bullying and possible difficulties with communicating abuse. We therefore always consider where extra pastoral support is necessary for children with SEN and disabilities.

Pupils with a Social Worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Looked-After and Previously Looked-After Children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

Mrs Cox, our Designated Safeguarding Lead is also the appointed teacher, responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role. As part of their role, the designated teacher will:

- Ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

Other vulnerable pupils

The **SENDCO** is often aware of pupils who are vulnerable for other reasons. It is their responsibility to ensure that these pupils receive support either from a teacher in school to whom the pupil relates or from an external agency. This situation might be a temporary one or may be on-going. This group may include pupils with SEN and disabilities.

13. MENTAL HEALTH SUPPORT

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. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7. If you have a mental health concern that is **not** also a safeguarding concern, speak to Sarah Cox (DSL and SENDCO) to agree a course of action.

14. EARLY YEARS FOUNDATION STAGE

Legal and policy framework

As an Early Years Provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and Child Protection duties set out in the Childcare Act 2006 and regulated statutory guidance.

The school will ensure that children taught in Reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare and takes appropriate action where there are Child Protection concerns.

Notifications will be made to OFSTED by the Designated Safeguarding Lead (DSL) under the guidance of the Designated Officer (DO) in the event of an allegation of serious harm or abuse by any person working in the early years setting.

In the unlikely event of a child in EYFS going missing from the school the following procedure will be implemented:

- All staff will be informed and an immediate search of the Early Years area and main school building will be made, ensuring that all other children remain supervised throughout;
- a staff member will notify the Headteacher
- the Headteacher or a member of SLT not in class will carry out a second search;
- if the child has not been accounted for, the Headteacher will contact the Police;
- the Head teacher will then contact the parents of the missing child;
- during this time the staff will be continually searching for the missing child, whilst the EYFS classes run as near to a normal routine as possible;
- the Headteacher will then wait for instructions from the Police;
- any incidents will be recorded in writing and reported to the Multi Agency Safeguarding Hub and OFSTED.

All safeguarding policies will apply equally to children in the Early Years settings so far as they are relevant to that age group.

15. CHILD PROTECTION, MOBILE PHONES AND ONLINE SAFETY

St. Jérôme School has the following Child Protection procedures and expectations around the use of technology:

- Parents and carers are asked to switch off mobile phones if they are coming into the setting and leave the setting if they wish to use their mobile.
- Parents are prohibited from taking any photographs of children in the setting. The only exception would be in the event of a class assembly / performance.
- Staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and use only school equipment for this purpose.
- Staff must use mobile phones during breaks in the staff room and not whilst children are present, unless in an emergency situation.
- School cameras should be used for all recording / photographing purposes both in and out of school. These images should only be printed out at school and staff should not under any circumstances take photos or images of children home.
- The use of personal mobile phones and cameras by staff to take photos of children both in and out of school is not permitted.

- E-safety is the first unit taught in our Computing curriculum every year and is regularly revisited to ensure children know how to protect themselves online. We have an E-safety policy which outlines the content of this in more detail.

16. SO CALLED 'HONOUR-BASED VIOLENCE (HBV) (INCLUDING FEMALE GENITAL MUTILATION AND FORCED MARRIAGE)

FEMALE GENITAL MUTILATION (FGM)

All staff should be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place are found in the Multi-agency statutory guidance on female genital mutilation April 2016.

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

FORCED MARRIAGE

Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents. Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations. These young women may also become victims of what is termed honour-based violence. This type of

violence is described in 'The Right to Choose' (June 2014) guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.'

17. PREVENT

Legal background

The Counter-Terrorism and Security Act 2015 places a legal responsibility on schools to prevent people being drawn into terrorism and requires that they challenge extremist ideas. This duty came into force on July 1st 2015.

Definitions

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

Extremism: active or vocal opposition to fundamental British values including but not confined to:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

Policies

The Prevent Duty should be enshrined within all relevant policies, as each are reviewed.

The policies should include:

- Safeguarding
- Curriculum
- Teaching and learning
- Equalities
- E-safety
- Behaviour
- Anti-bullying
- Collective worship
- Religious education

It is important to be aware that, whilst there is a lot of media coverage regarding Islamic extremism, there are other organisations, including extreme right wing groups, who can damage society and present a threat to the community. Schools should at all times ensure that their approach to the threat of radicalisation is balanced, calm and proportionate.

In Church of England schools, the Christian values that we teach sit very comfortably alongside the British values that in many cases have grown directly from the Christian heritage of this country.

Training

Prevent training is available and schools must undertake training with all staff as part of the process of being informed and alert. Free training has been available for some time in local authorities deemed to be Prevent priority areas (Home office and Police). It is now becoming more readily available in other areas.

Prevent Single Point of Contact (SPOC)

The single point of contact will normally be the Designated Safeguarding Lead (DSL). The SPOC for this school is Sarah Cox.

If there are any concerns a member of staff should inform the SPOC (and/or the DSL). The appendix to this document contains a pro-forma to be completed detailing any concerns.

Useful contacts

Marie-Noelle Stacey has been appointed as Prevent Governor.

The DfE Due Diligence and Counter Extremism Group have a confidential telephone helpline 020 7340 76244.

Things to watch out for in a pupil:

It is important to remember that the vast majority of children, of whatever background, will not get involved in extremist action and in many cases suspicious behaviour may be a result of other problems e.g. mental health issues, relationship, drug or alcohol problems. It is important not to jump to conclusions (not least because accusations of radicalisation could push vulnerable young people into the hands of radicals). However, as general good pastoral care, staff should immediately take note and act upon any of the following:

- Discomfort about 'fitting in'
- Appearing distanced from their own culture or heritage.
- Family tensions
- Isolation
- Low self-esteem or feelings of failure
- Lacking in empathy/poor social interaction
- Disassociation with an old group of friends and arrival of a whole lot of new friends
- Significant change in appearance and/or behaviour
- Hostile or inappropriate questions about faith and identity
- Sudden interest in religion
- Unhappiness following a move from one country to another
- Rejection of civic or community life
- Overly developed sense of grievance triggered by perceptions of racism or discrimination
- Involvement with criminal groups and/or imprisonment
- Failure to understand the actions and motivations of others.

- Accessing of violent or extremist websites or possessing violent or extremist literature
- Contact with known extremists
- Justifying the use of violence to solve society's ills
- Joining an extremist organisation
- If your knowledge of the family leads you to believe there is a risk

It should also be remembered that outside events, such as tensions in the local community, events in the country of origin, in the case of migrants, or major world events (such as the Iraq war) can also disproportionately affect the feelings and actions of young people. All staff should be alert to these events and be ready to help young people understand them, and put them into context.

Questions for the leadership team to ask?

1. Are there significant differences in the way that different groups in the school achieve, attend and behave?
2. Are these groups separated out in any way?
3. If one group has chosen to be isolated - why?
4. Are there any emerging patterns of behaviour?
5. Do you understand what is happening?
6. What are you doing about it?
7. Have you analysed the type, rate and pattern of bullying in the school?
8. How do you tackle discriminatory or derogatory language?
9. Are perpetrators challenged?
10. What have you learnt?
11. How robust are admissions and attendance procedures?
12. Do you follow up on absences?
13. Do you involve other agencies?
14. Is everyone that needs to be trained in safer recruitment?
15. Do you follow up all queries, before, during and after appointment?
16. Are visitors suitably checked and monitored?
17. How well do you check on and brief speakers and groups coming into school?
18. How do you monitor events?
19. How good are you at keeping pupils safe inside and outside the school?
20. Are the risk assessments effective?
21. Have you checked your safety arrangements?
22. Have you followed up and taken action after any incidents?
23. Do pupils understand and respond to risk effectively on the following issues:
 - Child sexual exploitation
 - Racism

- Sexism
- Homophobia
- FGM
- Domestic violence
- Forced marriage
- Substance misuse
- Gangs
- Extremism

24. What action has the school taken to address these issues?

25. Is the curriculum broad and balanced, providing a wide range of subjects?

26. Are students prepared to live fruitful lives in modern Britain?

27. Does the curriculum promote British Values?

28. Are Christian values clearly taught in every aspect of school life?

29. Is there clear guidance on provision for the spiritual, social, moral and cultural development of every pupil?

30. Are these policies put into practice so that no-one, regardless of race, gender, sexual orientation, disability or faith, suffers discrimination?

Channel

Channel is a programme which provides support for those who are vulnerable and may be being drawn towards terrorism.

Schools may refer individuals to the Channel panel, however as the programme is voluntary the student may decline. There is an online training module available for school staff. <https://www.gov.uk/government/publications/channel-guidance>

Local Safeguarding Boards are responsible for co-ordinating what is being done by all the local agencies.

Please also see the following Government website:

<http://educateagainsthate.com/>

18. PEER ON PEER ABUSE

We recognise that children may become at risk of peer on peer abuse. The different forms of peer on peer abuse include:

- bullying (including cyber bullying)
- physical abuse
- sexual violence
- sexual harassment
- sexting
- upskirting
- initiation / hazing type violence and rituals

At Saint Jérôme we recognise that children may become at risk of peer on peer abuse and foster a safe environment in which they can confidentially report any abuse. Our Social, Emotional and Mental Health Support member of staff is readily available to all children and regularly checks in with the class teachers, as well as the wider safeguarding team to explore whether there are any indicators that peer on peer abuse may be an issue so that it can be addressed quickly, even if an allegation has not been made. She establishes strong relationships with parents and carers and addresses any concerns raised quickly.

At Saint Jérôme School we aim to minimise the risk of peer or peer abuse through education and awareness for the staff and children in the school, at their relevant level. Where peer on peer abuse does take place, we will take such matters extremely seriously and the abuse will never be tolerated as 'banter'. We recognise that certain types of peer-on-peer abuse is more likely to affect girls, with boys as the perpetrators, however we also recognise that this is not always the case and take all allegations seriously. All allegations of this type of abuse will be followed up and investigated thoroughly (See Behaviour policy for guidance). If the allegation made has put a child at direct risk of harm, then the Child Protection Procedures outlined previously will be adhered to for both the victim and the alleged abuser, it will be considered a child care and protection issue for both children. All abusers will be held accountable for their behaviour and work will be done to ensure that abusers take responsibility for their behaviour and acknowledge that the behaviour is unacceptable. School staff will support the victims and perpetrators.

19. CHILD SEXUAL EXPLOITATION (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly "consensual" relationship where sex is exchanged for affection or gifts, to serious organised crimes by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognize that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

20. UPSKIRTING

This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is now a criminal offence.

21. SEXTING (YOUTH PRODUCED SEXUAL IMAGERY)

"Whilst professionals refer to the issue of 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images." ([Sexting in Schools Resource Pack, UK Council for Child Internet Safety, August 2016](#))

If an incident involving youth produced sexual imagery comes to the attention of a school adult:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the child/children involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the child at risk of harm
- At any point in the process if there is a concern a child has been harmed or is at risk of harm a referral should be made to children's social care and/or the police.

22. SEXISM AND SEXUAL HARRASSMENT

Sexual harassment means unwanted sexual conduct.

It can happen online and offline. It can include:

- Sexual comments, such as sexual stories, lewd comments, sexualised name-calling or sexual remarks about clothes and appearance
- Sexual 'jokes' or taunting
- Physical behaviour, such as deliberately brushing against someone or interfering with their clothes (note: this can sometimes cross a line into sexual violence), or displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (note: taking and sharing nude photographs of under-18s is a criminal offence)
- Sharing of unwanted explicit content
- Upskirting (note: this is a criminal offence)
- Sexualised online bullying
- Unwanted sexual comments and messages, including on social media
- Sexual exploitation, coercion and threats

This kind of behaviour should be challenged in the following ways:

- **Challenge it there and then.** It's important to do this to send a clear message that the comment or behaviour isn't acceptable. Don't dismiss or downplay an incident
- **Challenge the behaviour, not the person.** This depersonalises the challenge. For example, "That is sexist language" is a more helpful comment than "You're sexist"
- **Explain what the problem is.** This gives a reason for your challenge and helps pupils see why their comment or behaviour was problematic
- **Support the victim and show empathy.** Let them know it's not their fault. Consider the incident from their perspective and encourage others to do the same
- **Challenge gender bias and stereotypes.** And be aware of your own biases too. Don't stereotype or make assumptions based on your perceptions of the pupils involved
- **Focus on the perpetrator's behaviour rather than the victim's.** This moves us away from seeing sexual harassment and violence as 'inevitable' and something girls should adapt their behaviour to avoid

23. SERIOUS VIOLENCE

All staff should be aware of indicators, which may signal that children are at risk from or involved with serious violent crime (including 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 wellbeing, 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 networks or gangs.

Advice for schools is provided in the Home Office's Preventing Youth violence and gang involvement:

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

and criminal exploitation of children and vulnerable adults:county lines:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

24. CHILD CRIMINAL EXPLOITATION: COUNTY LINES

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

25. CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

26. CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

<https://www.nicco.org.uk>

27. HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

28. CHILDREN MISSING FROM EDUCATION

We monitor pupil attendance through our morning and afternoon registers. Parents / carers are asked to telephone on the first day of absence to give a reason and if possible, a return date. Under our commitment to safeguarding children, the school operates a 'first day calling' policy. This means that the school office produces an absence report from our Schools' Information Management System (Scholarpack). If parents do not telephone, the school will make contact with the parent / carer for an explanation; in the first instance by text messaging, followed by a telephone call if no response is received to the text.

Children who are known to the DSL are rung rather than sent a text. If there is no response from a family known to the school, then the DSL will go to the child's house with another member of staff for a home visit. If there is still no response then Harrow's Missing in Education officer will be notified. In line with Keeping Children Safe in Education September 2021, Saint Jérôme School will endeavor to hold more than one emergency contact number for each pupil or student.

If a pupil does not attend school for 10 days without an agreed reason they are then sent a 10 day notice letter telling parents / guardians, they will be removed from the school roll after 10 further days. At this point we send a CAF form to the LA Senior EWO alerting them to a child missing from education. If a child moves away, we usually hear from another school or Local Authority and can pass on the UPN and other information. If we do not hear from another school, or cannot contact the school parents/carers tell us the child is attending, we ensure that the Harrow EWO is aware.

We follow up any other irregular attendance patterns with parents. We follow the Local Authority's AIM (Attendance Intervention Model) route.

29. CHILD GOING MISSING FROM SCHOOL PREMISES/ON EDUCATIONAL VISIT

In the unlikely event of a child going missing from the school the following procedure will be implemented:

- All staff will be informed and an immediate search of the school building and outdoor areas will be made, ensuring that all other children in the class remain supervised throughout;
- a staff member will notify the Headteacher
- the Headteacher or a member of SLT not in class will carry out a second search;
- if the child has not been accounted for, the Headteacher will contact the Police;
- the Headteacher will then contact the parents of the missing child;
- during this time the staff will be continually searching for the missing child, whilst classes run as near to a normal routine as possible;

- the Headteacher will then wait for instructions from the Police;
- any incidents will be recorded in writing and reported to the Local Safeguarding Children's Board and OFSTED.

In the event of a child going missing off site eg. on a school trip:

- The party leader will be informed;
- The area/establishment will be searched
- The party leader will inform the police
- The party leader will notify the school
- When the child is found, security procedures must be reviewed

30. LATE COLLECTION OF CHILDREN

Parents are informed, that the child is their responsibility after the school day has finished and that if they fail to collect their child, or it has been impossible to contact a nominated person on their emergency contact list, the Headteacher or their deputy will contact the MASH team via the Golden Number, to arrange for temporary care. (See Attendance and Punctuality policy for further details)

31. STAFF RECRUITMENT AND TRAINING

We ensure safer recruitment practices are always followed. DBS checks (including checks under section 128 of the Education and Skills Act 2008) and checks of identity, background, qualifications, references, overseas checks and permission to work in the UK will be made. For teachers we will check the NCTL prohibition list. All staff will be asked to sign a Disqualification by Association declaration. We ensure that every recruitment panel has at least one member on it who has completed the safer recruitment course and has an up-to-date certificate to that effect. The school has a comprehensive Safer Recruitment Policy that is regularly reviewed and updated by the Governing Body.

We will ensure that:

- All adults who work or volunteer in the school must have a valid DBS disclosure, good references and complete Child Protection Training.
- All potential employees will be asked at interview about their knowledge and experience of the responsibilities of school staff for ensuring the welfare and safety of children.
- All volunteers and visitors, including tradespeople and service providers are appropriately supervised and informed about who to speak to if they are concerned about the welfare or protection of a child.
- Appropriate training is undertaken by the Designated Safeguarding Lead (refreshed every two years) and all staff (refreshed annually), and temporary staff or volunteers are made aware of the school's arrangements and responsibilities.
- All staff will receive annual reminders of child protection policy and procedures.

- A training record detailing the type of training provided, who attended, and the dates, is kept by the school and is available for review by the Governing Body.

32. PUPILS FROM OTHER EDUCATIONAL ESTABLISHMENTS ON WORK EXPERIENCE/WORK SHADOWING

All work experience candidates who come into contact with our children have a duty of care to safeguard and promote their welfare and to work to prevent, detect and report neglect and abuse. Whilst candidates are on placement at St Jérôme School, we have an obligation to make arrangements to ensure their health, safety and welfare and also the health, safety and welfare of St Jérôme children.

33. PROFESSIONAL CONFIDENTIALITY AND INFORMATION SHARING

Members of staff cannot guarantee complete confidentiality for any pupil and may need to pass on information to a relevant (designated teacher) in the following circumstances:

- Where there is a child protection issue
- Where there is a risk of death

Individual Child Protection concerns are confidential. All Child Protection documentation involving individual children will be kept in a locked office in a locked cabinet or password-protected digital file. Only members of staff who need to know are informed of Child Protection concerns; this would always include the Headteacher who is a Deputy Designated Safeguarding Lead. The Governing Body will not be informed about individual Child Protection concerns.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, (including to social service departments), must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998; European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

Harrow Multi Agency Safeguarding Hub must be informed of any allegation made against a member of staff. Please refer to the Allegations of Abuse against staff policy.

34. MULTI-AGENCY WORKING

Governing bodies will ensure that the school contributes to multi-agency working in line with statutory guidance. The three safeguarding partners (the local authority, a clinical commissioning group for an area within the local authority and the chief officer of police for a police area in the local authority area) make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children.

Harrow Local Authority are taking a *Think Whole Family* approach to safeguarding and have a plan ([Harrow Safeguarding Children Arrangements May 2019](#)) which describes how the arrangements for children and young people will be coordinated with those that are established to protect people with support and care needs in Harrow.

A new Harrow Strategic Safeguarding Partnership (HSSP) has been set up to identify and support through agreed resourcing, the priorities for both Harrow Safeguarding Children Board (HSCB) and Harrow Safeguarding Adults Board (HSAB).

The joined up approach aims to ensure that:

- Those working with children are alert and respond to the safeguarding and welfare needs of vulnerable adults associated with the same family (for further information see the HSAB's website –[Harrow's safeguarding adults board \(HSAB\) – Staying safe – Harrow Council](#))
- Those working with people with care and support needs are alert and respond to the safeguarding and welfare needs of children associated with the same family.
- The transition of children with identified needs into adulthood is better coordinated. Our approach also embraces *Contextual Safeguarding* which means that both strategically and operationally we are committed to identifying and responding collaboratively to risks faced by individuals and their families outside of the home environment e.g. criminal and sexual exploitation.

35. SUMMARY

1. In all child protection and safeguarding issues the welfare of the child is of the utmost importance, and his/her well-being, safety and self-esteem must be preserved at all times.
2. The Deputy Head is the Designated Safeguarding Lead and has ultimate responsibility for Child Protection in the school.
3. If the Deputy Head is not in school any matters arising should go directly to the Headteacher; failing that, any senior staff member.

4. Copies of this policy have been read, signed and received by all staff/ Governors and any other personnel who have required DBS checks. This policy is available on the school's website.
5. Should unusual patterns of behaviour be observed or abuse (in any form) be suspected, observations should be recorded. These should be signed and dated. The Head of School should then be informed.
6. Should a pupil make a disclosure to a member of staff, the interview should be factually recorded, signed and dated and passed to the Head of School or the Executive Headteacher in his/her absence.
7. Strict confidentiality must be kept at all times. Information about pupils should be on a "need to know" basis only and kept confidential.

This policy will be reviewed annually and governors will receive regular updates from the Designated Safeguarding Lead on all matters relating to Safeguarding and the effectiveness of this policy via the Governor responsible for Safeguarding.

Other policies linked to Child Protection and Safeguarding are:

- Anti Bullying
- Behaviour
- e-safety & ICT acceptable use
- Educational Visits
- Safer Recruitment

SUMMARY STAFF GUIDANCE FOR CHILD PROTECTION

STAFF IN SCHOOL: OUR ROLE

1. Suspected incidents of abuse

If for any reason you suspect a child may be suffering from abuse of any kind, do not keep the information to yourself, but equally, do not assume the role of the investigator.

Refer the problem to the Designated Safeguarding Lead in the school or in her absence to the Deputy Designated Safeguarding Lead(s).

Current Designated Safeguarding Lead: **Mrs. Sarah Cox**

sarah.cox@stjeromebilingual.org

020 3019 6363

2. Disclosure

If you are the first point of contact for a child wishing to disclose, you are a very important person for that particular child.

You may feel like asking a lot of questions about the alleged abuse but **this is not our role in the school**. We need to find out just enough about the alleged abuse in order to make a decision about referral.

If you need to ask questions make sure they are open-ended: should the case come to court, the court will need to be convinced that the evidence has not been contaminated by someone putting words/suggestions into the child's mind.

Interventions need to be along the lines of:

"Tell me how it happened..."

"Would you like to tell me anything more?"

"Go on..."

"Well done, you're doing well."

GENERAL ADVICE

- Find a quiet place to talk
- Take seriously what you are being told
- Say that you are glad they have told you
- Let the child know that you understand how difficult it is to talk about such experiences and praise their courage in doing so
- Be calm and reassuring
- Reassure the child he/she is not to blame
- Explain that you cannot promise to keep what they tell you a secret – that you take what they say very seriously and that because of this, further action will have to be taken
- Tell them you will continue to support them
- Don't make reassurances or promises you may not be able to keep
- Make accurate records-immediately afterward if necessary
- Refer the problem immediately to the designated teacher in the school
- Acknowledge your own feelings and if you feel it necessary, seek help in dealing with your own stress
- Keep the confidence

WHAT HAPPENS NEXT?

- Referral to designated teacher

- Referral to Children’s Services
- Strategy meeting
- Investigation
- Child Protection Case Conference
- Child(ren) made subject to a Child Protection Plan
- Child Protection Core Group meetings (6 weekly)
- Child Protection Review (3 months – then 6 monthly)
- In school – Information shared on a “need to know” basis

WHAT IS ABUSE?

Child abuse is a term that describes all ways in which a child’s development and health are damaged by the actions or inactions of others. Usually this means by the actions of adults, but sometimes it may be the actions of other children.

Often the different categories of abuse overlap and many children suffer the effects of a range of destructive behaviour. In such cases, it is important to note clusters of signs as these may assume more significance than one indicator in isolation.

There are four ‘categories’ of child abuse: -

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The key question which is asked when deciding whether or not a child is a victim of abuse is ‘Is the child suffering or likely to suffer **significant harm?**’

APPENDIX 1

TYPES AND SIGNS OF ABUSE.

Types of child abuse fall into four main categories. Interpretation of the criteria must take account of the child and family’s cultural and linguistic background, ethnic origin and religious persuasion. Issues relating to gender, disability, socio-economic circumstances and sexual preference must also be considered.

NEGLECT: is the persistent failure to meet a child’s basic physical and/or psychological needs likely to result in the serious impairment of the child’s health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing; failing to protect a child from physical harm or danger; or the failure to ensure access to

appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Failure of parents to ensure their child attends school regularly is also deemed to be neglect.

Signs: Inadequate supervision and feeding, poor, irregular attendance, lack of sleep, inappropriate clothing and inadequate hygiene.

Feelings: Low self-esteem, withdrawn, sad, angry, depressed, nervous, afraid, unwanted and unhappy, hungry and cold.

Behaviour: Tired, hungry, poor personal hygiene. Temper tantrums, withdrawn, first to school - last home.

By whom: Carers, relatives and friends of family, peers

PHYSICAL ABUSE: is where carers or other adults or siblings deliberately physically hurt or injure a child and may involve hitting, shaking, throwing, poisoning, burning and scalding, drowning or suffocation. Physical harm may also be caused when a parent or carer feigns symptoms of, or deliberately causes, ill health to a child whom they are looking after. The situation is commonly described using the term Munchausen syndrome by proxy. For matters relating to Female Genital Mutilation (FGM) refer to Keeping Children Safe in Education September 2015 and <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation> April 2016.

Signs: Bruising, burns, cigarette burns, scratches, bite marks, cold, alone, tired, inappropriate dress.

Feelings: Unloved, lonely, guilty, sore, withdrawn, humiliated, insecure, inferior, violent, different, jealous, introverted.

Behaviour: Withdrawn, demands attention, lies, steals, disruptive in class, looking for food, tired, lethargic, looking for a warm place, latching on to a particular adult.

By whom: Carers, siblings, adults involved with the child, relatives

SEXUAL ABUSE: involves forcing or enticing a child or young person to take part in activities of a sexual nature whether or not the child is aware of what is happening. This may include physical abuse or non-contact activities such as involving children in looking at or in the production of pornographic material or watching sexual activities or encouraging them to behave in sexually inappropriate ways. For matters relating to Child sexual exploitation (CSE) refer to Keeping Children Safe in Education September 2016.

Signs: Sexual role play that is not age appropriate, expressive drawing, sexual play with dolls. Physical - bruising, soreness and touching involving genital area.

Feelings: Confused, withdrawn, knowledgeable, unloved, unwanted, sad, guilty, low self-esteem,

Behaviour: Provocative, sexual behaviour inappropriate to age, emotionally disturbed, bullies, naughty, attention seeking, masturbation.

By whom: Carers, strangers, siblings, other relatives, neighbours.

EMOTIONAL ABUSE: is the persistent emotional ill treatment of a child so as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child although it may occur alone.

Signs: Lack of affection, verbal and physical rejection, isolation from peer group, bullying, living with carer who is severely and consistently intoxicated by alcohol and drugs.

Feelings: Desperate, worried, distressed, guilty, confused, lonely, sad, angry, jealous, unloved.

Behaviour: Disruptive, eating disorders, quiet, attention seeking, clinging, tearful, aggressive.

By whom: Carers, older siblings and other relatives, peers.

APPENDIX 2



St Jérôme Church of England Bilingual School

Telephone 020 3019 6363

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www.stjeromebilingual.org

Concern Form

Please complete this form if you have any concerns about a pupil

Pupil Name			
		DoB	

Day/Date/Time			
Member(s) of staff noting concern			
Concern (Please describe as fully as possible)			
Signature:		Date:	

Actions Taken			
Date	Person taking action	Action	Signature

Would you like feedback about this concern? Yes No Date Given

Pass this form immediately to the Designated Safeguarding Lead when completed

[St Jérôme Bilingual Church of England School](#)

Acknowledgement of Child Protection and Safeguarding Policy

I have received and read the school Child Protection and Safeguarding policy and acknowledge its contents in full.

Name.....

Position in School.....

Signed.....

Date