



# 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: Revd. Daniel Norris MBA NPQH

Chair of the Board of Trustees: Mr. Ian Fernandes.

Date: September 2022

Next Review: September 2023

**Named staff with specific child protection responsibilities:**

**The Designated Safeguarding Lead**

Mrs. Sarah Cox

Deputy Headteacher

[sarah.cox@stjeromebilingual.org](mailto:sarah.cox@stjeromebilingual.org)

020 3019 6363 (Office)

**The Deputy Designated Safeguarding Lead**

Revd. Daniel Norris

Via the school 020 3019 6363 (Office)

**Nominated Trustee for Child Protection**

Marie-Noelle Stacey

[MarieNoelle.stacey@gov.stjeromebilingual.org](mailto:MarieNoelle.stacey@gov.stjeromebilingual.org)

**Chair of Trustees**

Ian Fernandes

[ian.fernandes@gov.stjeromebilingual.org](mailto:ian.fernandes@gov.stjeromebilingual.org)

**Child and Family Services of the London Borough of Harrow**

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

**Other Contacts**

Crimestoppers

Tel: 0800 555 111

ChildLine

Tel: 0800 111111

NSPCC

Tel: 0800 800500

## CONTENTS

1. Aims and definitions
2. Introduction
3. Roles and responsibilities of the Headteacher
4. Roles and responsibilities of other staff
5. Role of the Trust Board and Designated Trustee
6. Child Protection in the curriculum
7. Dealing with disclosures / concerns
8. Allegations against staff
9. Records and communicating with parents
10. Supporting children at risk
11. Early Help
12. Children with SEND and other vulnerable pupils
13. Mental Health
14. Early Years Foundation Stage
15. Child Protection, Mobile phones and Online safety
16. So called 'Honour-Based Abuse (HBA) including Female Genital Mutilation and Forced Marriage
17. Preventing Radicalisation
18. Child on child abuse
19. Child Sexual Exploitation
20. Upskirting

21. Sexting
22. Sexual violence and sexual harassment between children and schools
23. Serious Violence
24. Domestic Abuse
25. Child Criminal Exploitation: County Lines
26. Children and the court system
27. Children with Family Members in prison
28. Homelessness
29. Child Missing from Education
30. Child going missing from school premises or on school visit
31. Late collection of children
32. Staff Recruitment and Training
33. Pupils from other educational establishments on work experience / work shadowing
34. Professional Confidentiality and Information Sharing
35. Multi agency working
36. 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.'

The Board of Trustees 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

Trustees, 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
- Online Safety Policy
- ICT Usage Policy
- Intimate and Personal Care Policy
- RSE Policy
- Managing Medicines Policy
- Mobile Phone Policy
- Positive Handling (Restraint of Pupils) Policy
- Staff Code of Conduct
- 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 2022.

Volunteers receive a copy of the Child Protection and Safeguarding Policy and Keeping Children Safe in Education (2022) 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.

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

## 1. AIMS AND DEFINITIONS

The aim of all trustees 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 Child Protection and Safeguarding within the Curriculum.
- To ensure that all trustees and 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.

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2022\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our trustees and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children



This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

This policy also complies with our funding agreement and articles of association.

## Definitions

**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

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and 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. Appendix 1 defines neglect in more detail.

**Children** includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

**Victim** is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

**Alleged perpetrator(s) and perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of

children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

## **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 Headteacher.

## **3. ROLES AND RESPONSIBILITIES OF THE HEAD TEACHER**

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
  - Are informed of our systems which support safeguarding, including this policy, as part of their induction
  - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website

- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

In Early Years:

- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

#### **4. ROLES AND RESPONSIBILITIES OF OTHER STAFF**

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

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBT to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, online safety policy and the safeguarding response to children who go missing from education
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

- The process for making referrals to local authority children’s social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection

Staff 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 role of the Designated Safeguarding Lead**

The Designated Safeguarding Lead (DSL) is a member of the senior leadership team. Our DSL is Sarah Cox. The DSL takes lead responsibility for child protection and wider safeguarding in the school.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Out of hours or term time the DSL can be contacted by email.

When the DSL is absent, the Deputy will act as cover. Our Deputy is Daniel Norris.

If the DSL and Deputy are not available, any member of the SLT may act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters

- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour

The DSL will also:

- Keep the headteacher informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The role of the Designated Safeguarding Lead is:

- To ensure all trustees, staff and volunteers are familiar with school and government guidelines for identifying and reporting abuse, including allegations of abuse against staff and receive induction.
- 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 coordinating 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.
- Be responsible for ensuring information relating to Looked After Children (LAC) is passed to appropriate staff.

## **5. ROLE OF THE TRUST BOARD AND DESIGNATED TRUSTEE**

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

All Trustees will read Keeping Children Safe in Education in its entirety and will complete Safeguarding training.

All Trustees receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the Chair of Trustees may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

The Trust Board 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 Trust Board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full trust board. This is always a different person from the DSL
- Make sure:
  - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
  - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
  - The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
  - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
  - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate

- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

On behalf of and in partnership with the Board of Trustees the Designated Trustee 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](http://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 (2022) and are asked to sign that they have read this.

The Chair of Trustees will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

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

## **6. CHILD PROTECTION IN THE CURRICULUM**

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- › Behaviour policy
- › Pastoral support system
- › Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
  - Healthy and respectful relationships
  - Boundaries and consent
  - Stereotyping, prejudice and equality
  - Body confidence and self-esteem
  - How to recognise an abusive relationship (including coercive and controlling behaviour)

## **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

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

### **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. 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 with 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 coordinated intervention is required to promote, safeguard or protect the welfare of the child.

In these circumstances, we will have records detailing the work that has been undertaken by our school to support the child and family, and why we believe that a more coordinated 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 Children's 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 child 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**

### **Allegations that may meet the harms threshold in part 4 of Keeping Children Safe in Education**

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 we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

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 Trustees. 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 reviewed by the Board of Trustees.

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](mailto:janice.miller@harrow.gov.uk)

### **Concerns that do not meet the threshold for harm – low-level concerns**

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

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

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

### **Definition of low-level concerns**

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

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

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

## **Sharing low-level concerns**

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

We will create this culture by:

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

## **Responding to low-level concerns**

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

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

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the code of conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

## **Record keeping**

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

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR

- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described above, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

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

## References

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

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

## 9. RECORDS AND COMMUNICATION WITH PARENTS

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 DSL 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 child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

### **Communicating with Parents**

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

## **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 SEMH leader (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**

### **Pupils with SEND**

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

We offer extra pastoral support for these pupils and additional support to aid communication and reporting.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO. In our school this is currently the same member of staff.

### **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 **SEND**CO 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**

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 and parents will be asked not to post these photographs on social media sites.
- 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.
- Online 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 online safety policy which outlines the content of this in more detail.

## **16. SO CALLED 'HONOUR-BASED ABUSE (HBA) (INCLUDING FEMALE GENITAL MUTILATION AND FORCED MARRIAGE)**

### **FEMALE GENITAL MUTILATION (FGM)**

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’. Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk are listed below.

Indicators that FGM has already occurred include:

- › A pupil confiding in a professional that FGM has taken place
- › A mother/family member disclosing that FGM has been carried out
- › A family/pupil already being known to social services in relation to other safeguarding issues
- › A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

**Any teacher** who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

## **FORCED MARRIAGE**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 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.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer

- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fmfco.gov.uk](mailto:fmfco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

## 17. PREVENTING RADICALISATION

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

**Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

**Terrorism** is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance



- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

## 18. CHILD-ON-CHILD ABUSE

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

### **Procedures for dealing with allegations of child-on-child abuse**

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering public transport as a potentially vulnerable place for a victim or alleged perpetrator(s) if used.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

### **Creating a supportive environment in school and minimising the risk of child-on-child abuse**

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating

policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners

- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
  - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
  - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
  - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child’s behaviour might indicate that something is wrong
  - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
  - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
  - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
  - That they should speak to the DSL if they have any concerns
  - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children’s social care to determine this

- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

## **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. SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS**

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

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 and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they 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 any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate and speak with the DSL.

## **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. DOMESTIC ABUSE**

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial,

psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The DSL will provide support according to the child's needs and update records about their circumstances.

## **25. 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.

## **26. 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 years and 12-17 years. 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.

## **27. 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>

## **28. 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.

## **29. 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. St 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. See Attendance and Punctuality Policy.

### **30. 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 as necessary.

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

### **31. 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)

### **32. 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 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 Board of Trustees.

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online.

### **33. 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.

### **34. 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 Board of Trustees 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.

Important points to note:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
  - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
  - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
  - The DSL should consider that:
    - Parents or carers should normally be informed (unless this would put the victim at greater risk)
    - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care

- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

**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.**

### 35. MULTI-AGENCY WORKING

The Board of Trustees 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.

### **36. 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. Sarah Cox is the Designated Safeguarding Lead and has ultimate responsibility for Child Protection in the school.
3. If the DSL or Deputy DSL 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/ trustees 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 DSL should then be informed. Complete a cause for concern form (Appendix 2). If the concern is about physical abuse or sexual abuse go immediately and find a DSL in may not be safe for a child to go home.
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 DSL. Complete a cause for concern form (Appendix 2). If the concern is about physical abuse or sexual abuse go immediately and find a DSL in may not be safe for a child to go home.
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 trustees will receive regular updates from the Designated Safeguarding Lead on all matters relating to safeguarding and the effectiveness of this policy via the Trustee responsible for safeguarding.

## 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, Daniel Norris.

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

[sarah.cox@stjeromebilingual.org](mailto: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 Safeguarding Lead
- 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

### Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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
- › Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance 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)
- Ensure access to appropriate medical care or treatment

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



## APPENDIX 2

### St Jérôme Church of England Bilingual School

Telephone 020 3019 6363

e-mail: [office@stjeromebilingual.org](mailto:office@stjeromebilingual.org)

[www.stjeromebilingual.org](http://www.stjeromebilingual.org)

## Concern Form

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

Pupil Name			
Day/Date/Time		DoB	
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 .....