



School DfE No: 868/6013

CHILD PROTECTION AND SAFEGUARDING POLICY

Policy Number: P001

**Excellence as a habit not an action.
Excellence in who we are; Excellence in what we do; Excellence in
our service of others.**

UNCONTROLLED if COPIED or PRINTED

Child Protection and Safeguarding Policy

Revision	Date	Amendment	Completed By:	Authorised By:
1	[Date]	[Reason for review amendment]	JW & WM	JW & WM

SAFEGUARDING & CHILD PROTECTION POLICY AND PROCEDURES

The Marist School is committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and other third parties to share this commitment.'

Through the procedures outlined in this policy the school is committed to creating an environment where all adults in our school take all welfare concerns seriously and encourage children and young people to talk to the adults in the school about anything that worries them. All staff and volunteers should feel able to raise any concerns and feel supported in their safeguarding role. It aims to create a culture of vigilance.

The safety of students is our number one priority. Any concerns or signs of abuse or neglect must be immediately reported in accordance with this policy. This policy is to be read in conjunction with the Department of Education statutory guidance for schools - Keeping Children Safe in Education 2024 and Working Together to Safeguard Children 2024.

Table of Contents

Important Contact Details	7
Introduction	9
1. Principles.....	13
2. Child Protection Procedures	14
3. Professional Expectations	20
4. Curriculum - Teaching Pupils about Safeguarding.....	21
5. Work with Parents and Carers	23
6. Confidentiality.....	24
7. Roles.....	24
8. Training	26
9. Procedures for Dealing with Allegations of Abuse and Making A Referral (see appendix 5) 28	
10. Missing Students.....	29
11. Looked After Children	29
12. Use of Mobile Phones and Cameras	29
13. Monitoring and Evaluation	30
APPENDIX 1 – Abuse and Neglect.....	31
1. Types of Abuse	31
2. Neglect	36
3. Specific Safeguarding Issues	36
4. Bullying.....	37
5. Children Missing Education	38
6. Child Sexual Exploitation, risk assessments and impact on siblings.....	39
7. Domestic Abuse	40
8. Honour Based Abuse.....	41
9. Female Genital Mutilation (FGM)	41
10. Forced Marriage.....	43
11. Private Fostering.....	43
12. Radicalisation and the Prevent Duty	44
13. Special Educational Needs and Disabilities.....	45

14.	Criminal Exploitation of Children, including County Lines.....	46
15.	Up-skirting.....	47
16.	Mental Health	47
17.	Pupils with a Social Worker	47
APPENDIX 2 – Youth Producing Sexual Imagery		48
1.	Definition of Sharing nudes and semi nudes	48
2.	Procedures and Protocols	49
APPENDIX 3 - DSL		51
1.	Role of the Designated Safeguarding Lead (DSL).....	51
2.	Managing Referrals	51
3.	Work with Others.....	51
4.	Training	51
5.	Raising Awareness	52
APPENDIX 4 – Dealing with Allegations Against Staff.....		53
1.	The School's Procedures	53
2.	Allegations.....	53
3.	Low-Level Concerns	54
4.	Reporting an Allegation	56
5.	Disclosure of information	56
6.	Further action to be taken by the School	57
7.	Ceasing to use staff.....	57
8.	Malicious Allegations	58
9.	Record Keeping	58
APPENDIX 5 - Disclosure and Referral.....		59
1.	Guidance on how to Deal with a Disclosure	59
2.	Receive what is said	59
3.	Responding	59
4.	Recording	59
5.	Refer.....	60
Appendix 6 - Code of Conduct		61
1.	Introduction	61
2.	Core Principles	61
3.	Safeguarding	62

4. Confidentiality.....	62
5. Working with Pupils	63
6. Whistleblowing	66
Appendix 7 - KCSIE 2024	66
Appendix 8 – Concern Form	67
Appendix 9 – Managing Low Level Concerns Chart.....	68
Appendix 10 - Reporting Sexual Violence and Sexual Harassment	69

Important Contact Details

The Marist School, Kings Road, Sunninghill, Ascot, Berkshire SL5 7PS

Tel. 01344 624291

www.themarist.com

The Governors have appointed the Head of Prep Mr Will May add Assistant Head: Pastoral & Staff Development, Mr Jonathon Walker as the Designated Safeguarding Leads (DSL) for the Prep and Senior phases respectively.

Three members of staff deputise for the DSL above: -

- Mrs Bea Simmons - Deputy Head: Senior
- Ms Rachel Ellwood - Head of VI Form
- Mrs Lisa D'Souza - Assistant Head: Prep
- Mrs Lisa Chapman – Head of Pre-Prep
- Mrs Jane Gow – Chaplain

The nominated Safeguarding Governor is Dr Martin Stephen - Chair of Governors.

Contact details are set out below:

Designated Safeguarding Lead Prep phase (DSL)	Mr Will May, Head of Prep Tel. 01344 624291 E-mail: wmay@themarist.com
Designated Safeguarding Lead Senior phase (DSL)	Mr Jonno Walker Assistant Head Pastoral Tel: 01344 624291 E-mail: jwalker@themarist.com

Deputy Designated Safeguarding Leads (DDSL)	<p>Mrs Bea Simmons Deputy Head Senior Tel. 01344 624291 Email bsimmons@themarist.com</p> <p>Ms Rachel Ellwood Head of VI Form Tel. 01344 624291 E-mail: rellwood@themarist.com</p> <p>Mrs Lisa D’Souza Assistant Head: Prep Tel. 01344 624291 E-mail: ldsouza@themarist.com</p> <p>Mrs Jane Gow Chaplain Tel: 01344 624291 E-mail: jgow@themarist.com</p> <p>Mrs Lisa Chapman Head of Pre Prep Tel: 01344 624291 E-mail lchapman@themarist.com</p>
For any allegations of abuse against a member of staff or volunteer	<p>Mrs Bea Simmons Deputy Head Senior Tel. 01344 624291 Email bsimmons@themarist.com</p>
For any allegations of abuse against the Principal	<p>The Chair of Governors, Dr Martin Stephen c/o The Clerk to Governors Tel. 01344 624291 E-mail: lgibson-barton@themarist.com</p>
Nominated Governor with Responsibility for Safeguarding	<p>The Chair of Governors, Dr Martin Stephen c/o The Clerk to Governors Tel. 01344 624291 E-mail: lgibson-barton@themarist.com</p>
All referrals for Safeguarding issues including those related to radicalisation should be made to the RBWM Safeguarding Partnership in the first instance:	<p>RBWM Single Point of Access (SPA): Mon-Thu 08:45 – 17:15 Fri 08:45 – 16:45 (01628 683150) Emergency Duty Service (outside the hours above) 01344 786543 Full local procedures may be found on the following website: www.rbwmsafeguardingpartnership.org.uk</p>
Local Authority (RBWM) Designated Officer (LADO) (for	<p>The LADO Service for the Royal Borough of Windsor and Maidenhead in now based alongside the other</p>

allegations against staff in schools)	Children's Services in the Borough within Achieving for Children. For all allegations against staff and volunteers, please contact the LADO Amanda Burrows via the SPA on 07468 709429 or call 0208 917229. Alternatively email: LADO@achievingforchildren.org.uk
The Disclosure and Barring Service (DBS)	PO Box 181, Darlington, DL1 9FN Tel. 01325 953795

For PREVENT matters, as stated above, all referrals should be made to the SPA in the first instance but other contact details are:	Non-Emergency Police Number: 101 The DfE dedicated telephone helpline and mailbox for non-emergency advice: Tel. 0207 340 7264 E-mail: counter-extremism@education.gsi.gov.uk
Female Genital Mutilation	Local Police Number (for reporting an act of FGM) 101
Looked After Children	Mr Will May, Head of Prep, or Mrs Bea Simmons, Deputy Head, Senior DSLs

Introduction

This policy is applicable to all students including those in early years (EYFS) and is available to all parents and carers via our school website and on request from the school office.

In line with legislation, our school will ensure that arrangements are in place to safeguard and promote the welfare of students by:

- Following the local inter-agency procedures of the Local Safeguarding Children Board; <https://rbwmsafeguardingpartnership.org.uk/>
- Providing a safe, healthy learning environment that allows them to develop to their full potential;
- Providing students with opportunities to discuss issues and report problems affecting their safety and welfare;
- Ensuring safer recruitment practices in accordance with our Safer Recruitment Policy and Procedures;
- Ensuring robust procedures for identification and referral where there are welfare or child protection concerns;
- Monitoring and supporting students who are subject to child protection plans and contributing to the implementation of their plan;
- Raising awareness amongst staff of safeguarding and child protection issues and ensuring staff are equipped to deal with concerns;

- Teaching children to keep themselves safe, including online through various teaching and learning opportunities as part of a broad and balanced curriculum, and ensuring they know who to approach for help; and
- Following the guidance as set out in the school's Relationships and Sex Education policy.
- Promoting partnership with parents and professionals outside the school.

Safeguarding children describes the action we take to promote the welfare of children and protect them from harm. We believe that safeguarding children is everyone's responsibility and that everyone who comes into contact with children and families has a role to play in keeping children safe.

We define safeguarding as:

- 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; and
- Taking action to enable all children to have the best outcomes.

Safeguarding in school includes:

- Ensuring student health and safety (see Health & Safety Policy);
- Referring concerns or allegations about a child to the Local Authority promptly;
- Safer recruitment and appropriate behaviour of staff and volunteers (see Safer Recruitment Policy and Procedures, Staff Code of Conduct, Whistleblowing policy)
- Bullying (see Anti-Bullying Policy)
- All forms of abuse and neglect;
- Harassment and discrimination (see the school's equality policies, including the SEND Policy);
- Recognising our duty to protect both children in need and children at risk;
- Use of appropriate physical intervention;
- Meeting the needs of students with medical conditions (see the School's First Aid Policy);
- Providing first aid (see First Aid Policy);
- Drug and substance misuse;
- Educational visits (see Educational Trips Policy);
- Intimate care;
- Internet safety (see Acceptable use of Technology Policy for Pupils and Staff policies)
- Having due regard to the need to prevent radicalisation (see Appendix 1, the School's PREVENT risk assessment and the Radicalisation and Anti-Extremism Policy)
- Issues which may be specific to our local area or population;
- School security

This policy has been prepared in accordance with the following guidance and advice: This policy is also in line with Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2024), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 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 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 governors 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 is also in line with our three safeguarding partners: the East Berkshire Clinical Commissioning group; RBWM Children’s Services and the Thames Valley Police;
<https://rbwmsafeguardingpartnership.org.uk/>

1. Principles

- 1.1 The child's needs are paramount, and the needs of each child will be put first so that every child receives the support they need before a problem escalates. The school assesses the risks and issues in the wider community when considering the wellbeing and safety of its pupils.
- 1.2 Where concerned about the welfare of a child, all staff members should always act in the best interests of the child and in accordance with this policy. Our DSL's will ensure the child's needs are considered when determining what action to take and what support to provide to safeguard individual children. This will be facilitated by ensuring there are systems in place for children to express their views and to give feedback.
- 1.3 The school will practice safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people. See the school's separate Safer Recruitment Policy and Procedures.
- 1.4 Action will also be taken by our school to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.
- 1.5 We are fully aware, and implementing, our responsibility, which is also in line with our school ethos to provide a safe learning environment for children to live, learn and play to ensure that no child is left behind and all children flourish in our care.
- 1.6 The school recognises Contextual Safeguarding, that is the importance of considering wider environmental factors in a child's life that may be a threat to their safety.
- 1.7 The school recognises the fact that a child or a young person who may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children as LGBTQ+ (whether or not) can be just as vulnerable as children who identify as LGBTQ+. Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. At the Marist we endeavour to reduce the additional barriers faced by providing a safe space for them to speak to an appropriate adult.
- 1.8 Our staff will always act professionally when we come into contact with children and families so that we are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to the children.

- 1.9 All our staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, harm. All staff have a responsibility to take appropriate action, working with other services as needed.
- 1.10 We will share information in a timely way and discuss any concerns about an individual child with colleagues, and the local authority children's social care.
- 1.11 As high-quality professionals, we will use our expert judgement to put the child's needs at the centre of our decision-making so that the right solution is found for each individual child.
- 1.12 We will contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for any child against specific plans, including with external agencies outside school.
- 1.13 We respect, and work in partnership with, the RBWM Safeguarding Partnership email : Safeguarding.Partnership@rbwm.gov.uk
- 1.14 As they co-ordinate the work to safeguard children in our area. We make sure that our policy and practice is compliant with local procedures for child protection and safeguarding.
- 1.15 We will learn from any feedback within our school, and from serious case reviews. We do this so that lessons are learned in how to best safeguard children using a child centred approach; based on a clear understanding of the needs and views of children.

We understand that we must never lose sight of the views and needs of children. We know that poor practice contributing to harm to children includes:

- Failing to act on and refer the early signs of abuse and neglect;
- Poor record-keeping;
- Failing to listen to the views of the child;
- Failing to re-assess concerns when situations do not improve;
- Lack of challenge to those who appear not to be taking action

- 1.16 We recognise that children need the following from us: vigilance, understanding and action, stability, respect, information and engagement, explanation, support and advocacy.

2. Child Protection Procedures

- 2.1 Providing early help is more effective in promoting the welfare of children than reacting later. We are particularly alert to the potential need for early help for a child who is disabled and has specific additional needs, has special educational needs, is a

- young carer, is showing signs of engaging in anti-social or criminal behaviour, or whose family circumstances present particular challenges for the child (substance abuse, adult mental health problems, domestic abuse), has returned home to their family from care and/or who is showing early signs of abuse and/or neglect.
- 2.2 We are aware that all our staff have a responsibility in school to identify the symptoms and triggers of abuse and neglect, to share information and work together to provide children and young people with the help they need. (See Appendix 1 for types and signs of abuse and neglect).
 - 2.3 We recognise that pupils who are in need of additional support may be a sign of abuse.
 - 2.4 We are committed to continuing to develop our knowledge and skills in safeguarding and protecting children. Staff receive appropriate training, which is regularly updated to identify and respond early to abuse and neglect (see also Training section below).
 - 2.5 **If staff are ever unsure, they must always speak to the DSL.**
 - 2.6 **Early help**
 - 2.6.1. A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL. Staff are trained to understand the importance of the Early Help process.
 - 2.6.2. The DSL will consider the appropriate action to take in accordance with The RBWM Safeguarding Partnership referral threshold guidelines and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.
 - 2.6.3. We will liaise closely with the RBWM Safeguarding Partnership, including acting as lead professional to co-ordinate support, as appropriate, with the agreement of the child and their parent/carer(s), and in accordance with RBWM Safeguarding Partnership procedures. Appropriate use of inter-agency working using the common assessments framework and the team around the child approach are used as appropriate.
 - 2.6.4. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.
 - 2.7 **Concerns about a child**
 - 2.7.1. If a member of staff is concerned about a pupil's welfare, the matter should be reported to the DSL immediately. However, it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful. The concern should be written and entered into the electronic My Concern system promptly. If it is not possible to access the electronic version then a paper form is available on the safeguarding noticeboard in the staffrooms. If the DSL is not available staff should speak to a

DDSL or take advice from a local social worker (Keeping Children Safe In Education 2024).

- 2.7.2. See Appendix 4 for the procedure for dealing with allegations against staff and volunteers.
- 2.7.3. On being notified of a concern the DSL will consider the appropriate course of action in accordance with the RBWM Safeguarding Partnership referral threshold guidelines. Such action may include early help or a referral to children's social care.
- 2.7.4. If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.
- 2.7.5. Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.
- 2.7.6. In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to children's social care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

2.8 If a child is in immediate danger or at risk of harm

- 2.8.1. If a pupil is in immediate danger or is at risk of harm this should be reported to a DSL if they are available in the first instance and a referral should be made to children's social care and / or the police immediately.
- 2.8.2. Anybody can make a referral in these circumstances. See below for details on making a referral.
- 2.8.3. If a referral is made by someone other than a DSL, a DSL should be informed of the referral as soon as possible.

2.9 Female genital mutilation

- 2.9.1. Teachers must report to the police known cases of female genital mutilation (FGM) in under 18s. See Appendix 1 for further information about FGM and this reporting duty.

2.10 Making a referral

- 2.10.1. The relevant contact information is set out at the front of this policy. If the referral is made by telephone, this should be followed up in writing.
- 2.10.2. Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

- 2.10.3. Where the child's situation does not appear to be subsequently improving, the DSL (or the person making the referral) will press for re-consideration by children's social care services to ensure their concerns are addressed and that the pupil's situation improves. Concerns should always lead to help for the child at some point.
- 2.10.4. We will contribute to any assessment as required, providing information about the child and family. We will send a suitably senior member of staff to contribute to any strategy discussion or child protection conference and work together to safeguard any child from harm in the future.
- 2.11 We understand that there are no absolute criteria on which to rely when judging what constitutes harm. Harm is defined as ill treatment or impairment of health and development which may include impairment suffered from seeing or hearing the ill treatment of another. We understand that RBWM Safeguarding Partnership procedures require us to consider the severity of the ill-treatment which may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements. Sometimes a single traumatic event may constitute significant harm, such as poisoning or a violent assault. However, more often it is a compilation of significant events, both acute and longstanding, which can change or damage a child's physical and psychological development. Some children have a family and/or social circumstances where their health and development are neglected.
- 2.12 For them it is the corrosiveness of long-term neglect, emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.
- 2.13 **Dealing with allegations against teachers, the Principal, Governors, volunteers and other staff**
- 2.13.1. The school has procedures for dealing with allegations against teachers, the Principal, Governors, volunteers and other staff who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are set out in KCSIE 2024 and Appendix 4 of this policy.
- 2.13.2. Staff and volunteers should also feel able to follow the school's separate Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the school or potential failures by the school or its staff to properly safeguard the welfare of pupils, and that such concerns will be taken seriously. A whistleblowing disclosure must be about something that affects the public such as:
- A criminal offence has been committed or is likely to be committed
 - A legal obligation has been breached

- There has been a miscarriage of justice
- The health and safety of any individual has been endangered
- The environment has been damaged
- Information about any of the above has been concealed

2.13.3. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (NSPCC whistleblowing helpline 0800 800 5000)

2.14 Allegations against pupils and child-on-child abuse

Child-on-child abuse is any form of physical, sexual, emotional, psychological, online and financial assault or harassment, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate) with other pupils at The Marist and with pupils from other schools. Pupils at The Marist may enter into relationships with pupils at other schools, and the school is aware of and alert to the possibility of abuse taking place in this setting. Such abuse, including: unwanted sexual comments or touching (over or under clothing); pranks and banter; initiation rituals; hazing (actions taken or situations created with the intention of creating mental or physical discomfort, embarrassment, harassment, or ridicule); innuendo; upskirting (taking a photo under another person's clothing without them knowing, which is a criminal offence); sexual harassment, sexual violence, being coerced into sexual activity without consent; and sharing nudes and semi-nudes which may cause pain, distress, anxiety or humiliation to another pupil is unacceptable. It will not be tolerated or passed off as "banter" or "part of growing up", and serious incidents will be treated as child protection concerns.

The school recognises that in child-on-child abuse it is more likely that girls will be victims and boys' perpetrators. All child-on-child abuse is unacceptable and will be taken seriously including prejudiced based and discriminatory bullying, hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, causing someone to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party and up-skirting.

- 2.14.1. We will refer cases to the local authority when they include suspected allegations against other children as well as adults. In such cases, all students involved will be treated as 'at risk'.
- 2.14.2. The conduct of pupils towards each other will, in most instances, be covered by the school's behaviour and discipline policies.
- 2.14.3. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Examples of behaviour by a pupil which may raise safeguarding concerns may include:
- Violence, including gender-based violence;

- Threatening or intimidating behaviour;
- Blackmail;
- Misconduct of a sexual nature, including indecent exposure or touching or serious sexual assaults;
- Sharing nudes and semi-nudes (see Appendix 2);
- Encouraging others to engage in inappropriate sexual behaviour;
- Any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil;
- Bullying, including cyberbullying.

2.14.4. The school takes steps to minimise the risk of child-on-child abuse. The school has robust anti-bullying procedures in place (see the school's Anti-Bullying Policy) and pupils are taught at all stages of the school about acceptable behaviour and how to keep themselves safe. The school recognises that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff are trained to receive a report of child-on-child sexual violence and sexual harassment.

2.14.5. All reports of child-on-child abuse will be passed to the DSL immediately and investigated, and serious concerns will be passed on to the relevant Local Authority Safeguarding Partnership(s) and parents informed, in accordance with Keeping Children Safe in Education. These activities may be stand alone or be part of a broader pattern of behaviour. DfE advice: Sexual Violence and Sexual Harassment between Children in Schools and Colleges contains further detailed information.

2.14.6. Pupils suffering from child-on-child abuse may be reluctant to report it directly so staff should be vigilant to unusual behaviours, overheard conversations or mental health concerns that might alert them to it. Ignoring or denying child-on-child abuse can lead to a culture of unacceptable behaviour, an unsafe environment where children accept abuse as normal behaviour. It is essential that all staff recognise the prevalence of harmful sexual behaviours and understand the importance of challenging inappropriate behaviours between peers to avoid a culture of unacceptable behaviours becoming accepted as normal and therefore not being reported.

2.14.7. All staff should be aware that all child-on-child abuse should be challenged and that all child-on-child abuse, whether in school or elsewhere, should be reported to the DSL and understand the important role they have to play in responding to it and therefore helping to prevent it. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

2.14.8. Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or simply "part

of growing up". Behaviour such as initiation violence or any form of sexual harassment is not acceptable.

- 2.14.9. We are aware of the risk of child-on-child abuse and sharing nudes and semi nudes abuse. It is our responsibility to monitor relations between students to ensure that no student is put in a position of risk.
- 2.14.10. Allegations against pupils should be reported in accordance with the procedures set out in this policy.
- 2.14.11. The school will take advice from children's social care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the victim(s) and the pupil(s) accused of abuse. Appropriate support will be provided to all pupils involved, including support from external services as necessary.
- 2.14.12. A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation and the school's policy on behaviour, discipline and sanctions will apply. The school will take advice from children's social care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

2.15 Record

- 2.15.1. All staff will take a record, of any safeguarding related discussion with the child, with the parent with the DSL/DDSL in school, as well as information provided to children's social care which will be kept confidentially on file. All decisions and actions taken with times and dates are clearly noted and signed. A central record of all safeguarding issues (including allegations against staff) must be securely held by the DSL, who is responsible for passing this record on to their successor. The school also maintains record on 'My Concern'.
- 2.15.2. See Appendix 5 for guidance on how to deal with a disclosure and recording concerns and discussions.

3. Professional Expectations

- 3.1 Everyone who comes into contact with our children and their families has a role to play in safeguarding children. We place a high priority on identifying concerns early and provide help for children, to prevent concerns from escalating. We do this because we are acutely aware that we play a vital role in the wider safeguarding system for children. Together with our colleagues in the police, health and other children's services, we promote the welfare of children and protect them from harm.
- 3.2 Our teaching staff are aware that Teachers' Standards 2021 states that everyone should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties. These standards also apply to trainees,

inductees, Early Career Teachers and we fully adhere to these standards with rigour; applying our school disciplinary procedures, where appropriate, in cases of misconduct. All members of staff and volunteers are required to read our Staff Code of Conduct and sign to accept that they understand the implications for safe work with our students. This includes detailed guidance to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This also includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

Staff connected to the School's Early Years and Later Years provisions are under an ongoing duty to inform the school if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the school's Safer Recruitment Policy and procedures for further information about this duty and to their contract of employment in respect of their ongoing duty to update the school.

3.4. **Disqualification by Association**

The Marist School adheres to the Disqualification by Association under the Childcare Act 2006 (as amended). It is an offence for a school to employ anyone in connection with Early Years or later years provisions with children up to the age of 8 who is disqualified from doing so. This applies to normal school activities and any before or after school clubs or activities. All staff must make an annual declaration in this regard and have an on-going duty to inform the school if their circumstances change in any way which would mean that they subsequently meet any of the criteria for disqualification. The relationships and associations that staff have inside and outside (including online), may have an implication for the safeguarding of children in school. Where this is the case, the member of staff must speak to the school. Any failure to disclose relevant information now, or a future change in circumstances will be treated as a serious disciplinary matter and may lead to dismissal for gross misconduct.

4. Curriculum- Teaching Pupils about Safeguarding

- 4.1 Children at The Marist are taught about how they can keep themselves and others safe, including on-line. To be effective we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special educational needs or disabilities. Our curriculum is flexible, relevant and engages students' interest. We use our approach to teaching and learning to promote safeguarding, including teaching students how to recognise when they are at risk and how to get help when they need it; how to stay safe, how to keep themselves from harm and how to take responsibility for their own and others' safety.

- 4.2 Personal, social, and health education plays a crucial part in teaching children and young people to recognise dangers and harmful situations as well as increases their awareness of preventative actions they can take to keep themselves safe, including online and e-safety. When students use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. To protect the students, the school mobile phone policy states that students are not allowed to use their phones whilst they are in school.
- 4.3 All staff are trained, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.

The Senior Leadership Team and IT Manager ensure that there is appropriate filtering and monitoring systems in place, and reviews their effectiveness regularly. This includes:

- Making sure that the staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training. See: DfE's filtering and monitoring standards.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per this Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the school's Continuity of Learning Procedure. The Marist School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider IF there are virtual lessons, especially where webcams are involved:

- Any meetings with 1:1s parents should be informed beforehand that they are taking place if the meeting is with a student or child.
- All lessons are open to line managers via Teams. Line managers should "drop into" lessons as they would do in school so that they can offer support, monitor and provide safeguarding assurance.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.

- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils. The Microsoft Teams platform is the approved platform and must be used at all times.
- Staff should record, the length, time, date and attendance of any sessions held. This can be done via Teams.

4.4 We recognise that our Executive and Senior Leadership Team need to ensure that teachers incorporate elements of safeguarding into their lesson objectives and schemes of work, so that safeguarding is seen as part of wider teaching and learning. Safeguarding is also as much about students' emotional and mental well-being as it is about their physical well-being. We create a culture of care where students are tolerant and respectful of each other and accept individual differences. There is a strong approach to developing social and emotional skills in our school so that as students mature, they are able to reflect on their own and other's rights and responsibilities. Children and young people have confidence in our school and trust the adults who work with them. Staff are approachable and helpful. Students feel secure and well protected, which is reflected in their positive attitudes to school.

5. Work with Parents and Carers

- 5.1 We work in partnership with parent/carer(s). In doing so, we will ensure that they are aware that our school has a duty to report concerns that we may have over the safety or well-being of a student as part of our statutory duties.
- 5.2 Parent/carer(s) will normally be kept informed as appropriate of any action to be taken under these procedures. However, parent/carer(s) will not be contacted, nor will the referral be discussed, where it is felt that to do so would place the child at an increased risk of harm, and/or where children's social care or the LADO have advised as such. Ultimately the best interest of the child/young person is the primary consideration. In all cases, the school will be guided by the RBWM Safeguarding Children Board threshold guidelines.
- 5.3 All our staff are aware that they may be asked to support social workers to take decisions about individual children. While in our school, our DSL plays a pivotal role. However, in their absence or the absence of the DDSL it is everyone's responsibility to take appropriate action in accordance with RBWM Safeguarding Partnership child protection procedures.

- 5.4 In relation to Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

6. Confidentiality

- 6.1 Adults may have access to confidential information about children and young people with whom they work in order to undertake their responsibilities. In some circumstances they may have access to, or be given, highly sensitive or private information about the child and family. These details must be kept confidential at all times and only shared when it is in the interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.
- 6.2 If an adult who works with children is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from the DSL in school. Any actions should be in line with locally agreed information sharing protocols. The Data Protection Act 2018 and GDPR 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent. (KCSIE 2023). The school will cooperate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989.
- 6.3 While staff need to be aware of the need to listen to and support children and young people, they must also understand the importance of not promising to provide or agree confidentiality with a child. Neither will they request this of a child or young person under any circumstances.

7. Roles

7.1 The Governors

- Ensure that those with leadership and management responsibilities in the school actively promote the wellbeing of all children.
- Ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- Ensure that the school's safeguarding & child protection policy is provided to parents.
- Ensure that the school's safeguarding arrangements take into account the procedures and practice of the RBWM Safeguarding Partnership, including

understanding and reflecting local protocols for assessment and the referral threshold guidelines.

- Ensure that the school operates safer recruitment processes and procedures and makes sure appropriate checks are carried out on those who work with children.
 - Ensure that the school has appropriate arrangement for dealing with concerns and allegations about staff and volunteers.
 - Ensure all staff undertake the required child protection training and that mechanisms are in place to assist all staff in understanding their roles and responsibilities in relation to child protection and safeguarding.
 - Ensure that the school contributes to inter-agency working, including providing a coordinated offer of early help when additional needs of children are identified and support to children subject to child protection plans.
-
- Ensure that any deficiencies or weaknesses regarding child protection arrangements are remedied without delay.
 - Undertake an annual review of safeguarding (see Monitoring and Evaluation below). The Governing Body has nominated one of its members to take leadership responsibility for the school's safeguarding arrangements. The Safeguarding Link Governor is Dr Martin Stephen whose contact details are set out in the Safeguarding Contacts list at the front of this Policy.

7.2 The Principal, Head of Prep and Deputy Head

The Principal, Head of Prep and Deputy Head will ensure that:

- staff are aware of their responsibility to provide a safe environment in which children can learn;
- wherever concerned about welfare of a child always to act in the best interests of a child;
- staff are fully aware of the school safeguarding and child protection policies and systems (including the school's policies on Safeguarding and Child Protection, Code of Conduct, Safer Recruitment Policy and Procedures and Whistleblowing Policy) and that these policies and systems are fully implemented;
- all staff have a good understanding of their role in the identification and referral of safeguarding concerns and to work with other services as needed;
- in the role as the Designated Safeguarding Lead (DSL), sufficient time and resources is reserved to carry out these responsibilities;
- ensure that there is always cover provided on site for the DSL role in our school, in the form of deputy designated safeguarding leads (DDSL).
- staff are released to attend child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning students at the school;
- safer recruitment practice is followed whenever recruiting to posts or welcoming volunteers;

- the school offers a safe environment for staff and students to raise concerns about poor or unsafe practice;
- appropriate action is taken whenever an allegation is made against a member of staff; and Safeguarding issues are referred in line with local authority guidance and protocols.

7.3 Designated Safeguarding Lead (DSL)

- 7.3.1. The role of the DSL is set out in Appendix 3.
- 7.3.2. The DSL has the appropriate authority, and has the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters; including taking part in multiagency meetings or discussions - and/or to support staff to do so - and to contribute to the assessment of children.
- 7.3.3. The name and contact details of the DSL are set out in the Safeguarding Contacts list at the start of this policy.
- 7.3.4. The job description for our designated safeguarding lead covers the information contained in Appendix 3.
- 7.3.5. The DSLs and DDSLs undertake training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL, see Appendix 3.

8. Training

8.1 All training will be carried out in accordance with RBWM Safeguarding procedures.

8.2 All staff, including temporary staff and volunteers, will be provided with induction training that includes:

- this policy
- the behaviour policy
- the anti-bullying policy
- the Staff Code of Conduct and relevant policies in the Employment Manual
- the safeguarding response to children who go missing from education
- the role, identity and contact details of the DSL and Deputy DSLs
- a copy of Part 1 and, where appropriate, Annex B and where appropriate Annex A of KCSIE 2024
- appropriate Prevent training
- Whistleblowing Policy and Procedures.
- Child Missing Education policy

- 8.3 All staff in our school will receive a copy of this policy and Part 1 and Annex B of KCSIE 2024. and will be required to confirm that they have read and understand these annually.
- 8.4 DSLs and DDSLs will attend training every two years; and in addition to their training, their knowledge and skills should be refreshed at regular intervals, at least annually.
- 8.5 Senior staff and governors involved with recruitment processes have relevant safer recruitment training.
- 8.6 All staff will receive annual refresher training either online or in person to ensure that they are fully aware of the systems in school which support safeguarding of children. Online training includes how to receive disclosures and how to respond if a child tells them that they are being abused, exploited or neglected.
- 8.7 Staff development training will also include training on online safety and Prevent training assessed as appropriate for them by the School. Staff will also receive regular safeguarding and child protection updates to provide them with relevant skills and knowledge to safeguard children effectively.
- 8.8 Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.
- 8.9 It is important that staff are trained to take appropriate action and be particularly alert for students with vulnerabilities such as SEN, physical disability, special medical or health concerns, challenging family or social circumstances or personal issues and to possible peer -on -peer abuse. Staff are also informed about how to report child on child sexual violence and sexual harassment.
- 8.10 The Safeguarding Link Governor (the Chair of Governors) will receive appropriate training to enable them to fulfil their safeguarding responsibilities. Members of the Governing Body of the school take part in mandatory safeguarding training to ensure that they can assure themselves that the safeguarding policies and procedures in place in school are effective. This training is regularly updated.
- 8.11 The school has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including a thorough induction, reminders at staff meetings, and online training, where relevant.
- 8.12 An important aspect of keeping children safe in school is the maintenance of a positive culture which supports early identification of abuse and neglect. All staff members are aware of the signs so that they are able to identify cases of children who may be in need of help or protection. Details of the types and signs of abuse are set out in Appendix 1. Staff are advised to maintain an attitude of 'it could happen here'.

9. Procedures for Dealing with Allegations of Abuse and Making A Referral (see appendix 5)

Reporting allegations of Abuse:

- 9.1 Allegations of abuse which meets the harms threshold, or behaviour which indicates a possible transferable risk to children may be made against a member of staff, a supply teacher, a volunteer, or against another pupil or pupils, or against another individual outside of the school environment, and these procedures apply in all cases. If a member of staff is made aware of an allegation of abuse, or if knowledge of possible abuse comes to their attention it is their duty to report the matter immediately. Such abuse includes: behaved in a way that has, or may have, harmed a child; possibly committed a criminal offence; posed a risk of harm to a child; behaved in a way that indicates they may not be suitable to work with children.
- 9.2 On hearing an allegation of abuse or complaint about abuse directly from a pupil, a member of staff should listen to the pupil, provide re-assurance that their report is being reported, irrespective of whether an actual or online incident is being reported, and record the pupil's statements. The pupil should be assured that they will be supported and kept safe and that they have been right to report the abuse including child-on-child sexual harassment or violence. No victim should ever be made to feel ashamed for making a report. The member of staff should not probe or put words into the pupil's mouth and should limit questioning to the minimum necessary for clarification and should be non-judgemental. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the informant should be told that the matter will be referred in confidence to the appropriate people
- 9.3 Where a member of staff has any concern about a child this should be referred immediately to the DSL or in their absence, a deputy DSL, or another member of the senior team if both are temporarily unavailable. The member of staff should then make and submit a written record to upload onto My Concern. The DSL or their deputies will immediately inform the Principal so that the appropriate agencies can be informed within 24 hours and the matter resolved without delay. In the absence of the Principal, the Chair of Governors should be informed instead. The DSL will contact SPA, (RBWM Single Point of Access), formerly MASH (RBWM multi-agency safeguarding hub), and/or the LADO (local authority designated officer) if there is a concern about a member of staff, for advice and direction.
- 9.4 If, at any point, there is a risk of immediate serious harm to a child a referral should be made directly to the local authority children's social care and/or the police immediately. Any member of staff can make a referral using the contact details for the RBWM Safeguarding Referral and Assessment Team. They should notify the DSL as

soon as possible after doing so. The school does not require parental consent for referrals to statutory agencies.

- 9.5 All concerned should act with the utmost discretion. A complaint swept aside on the pretext that it is frivolous or malicious can damage the child. A mistaken allegation can damage the career of a member of staff.

10. Missing Students

- 10.1 A child missing from our school, including in after school club activities, is a potential indicator of abuse or neglect, so we will always follow procedures for dealing with children who go missing, particularly on repeat occasions (staff are directed to the Missing Student Policy and Appendix 1 of this policy). We monitor attendance regularly and on an ongoing basis to ensure that formal reports of any persistent absence or concerns about rising levels of poor attendance are monitored effectively and reported to external agencies for family support. We will act to identify any risk of abuse and neglect, including sexual abuse or exploitation.

11. Looked After Children

- 11.1 Where the school welcomes a student who is looked after by the local authority, the school will nominate a suitably trained designated teacher with responsibility for looked after children. This person acts as the key link with the local authority to ensure that staff have up to date assessment information, the most recent care plan and contact arrangements with parents.

12. Use of Mobile Phones and Cameras

The school's policy on the use of mobile phones and cameras in the school, including the EYFS setting, is as follows:

- The school's ICT Policy for Parents and Students set out the expectations on pupils. In the EYFS setting, staff are not permitted to bring mobile phones or any mobile device with a camera facility into the setting.
- Staff and volunteers should use mobile phones and cameras in accordance with the guidance set out in the staff Code of Conduct.
- Parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

- Parents are asked to notify the school if they do not want their child photographed at school.

13. Monitoring and Evaluation

- 13.1 All safeguarding policies including this policy and Safer Recruitment Policy and Procedures shall all be reviewed annually. These policies are available to all staff.
- 13.2 Reporting on any incidents is kept strictly confidential and, on a need-to-know basis as described above.
- 13.3 The DSL will monitor the operation of this policy and its procedures and make a regular report to the Governing Body Education and Wellbeing Committee.
- 13.4 Regular safeguarding updates are provided by our DSL/DDSL in staff meetings and, along with the HR Department, they keep records of the training undertaken by each member of staff, including volunteers and student teachers. We also maintain a detailed knowledge of student's academic and individual care needs when working with students and their families.
- 13.5 The Full Governing Body will undertake an annual review of this policy and the school's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The DSL will work with the link governor for safeguarding, preparing a written report commissioned by the full Governing Body. The written report should address how the school ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.

APPENDIX 1 – Abuse and Neglect

1. Types of Abuse

Abuse

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

KCSIE defines the types of abuse, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.

One of the best ways to help children is by being aware of the signs of possible abuse. While these signs often take the form of physical injuries, behavioural indicators are also important when diagnosing abuse. A responsible adult care-giver may also display significant indicators at that point towards the presence of child abuse.

All children are liable to get scratches, bruises, bumps and cuts from time to time in the normal course of childhood activities. Therefore, it is sometimes difficult to tell the difference between injuries suffered as part of a quite normal childhood and those caused by physical abuse.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

The diagnosis of child abuse requires a professional assessment. The list given below is not intended to be a comprehensive tool for recognising child abuse but such signs may indicate a problem. Further and more age specific examples can be found on the NSPCC website (www.nspcc.org.uk). The RBWM Safeguarding Children Board can also provide advice on the signs of abuse and the DfE advice “What to do if you're worried a child is being abused” (2015) provides advice in identifying child abuse.

1.1 Physical Abuse

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

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites
- Scalds and burns
- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Use drugs or alcohol.

1.2 Emotional Abuse

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

- Excessive behaviour, such as extreme aggression, passivity or become overly demanding
- Children who self-harm, for instance by scratching or cutting themselves
- Behaviour either inappropriately adult or infantile
- Children who persistently run away from home
- Children who show high levels of anxiety, unhappiness or withdrawal.

1.3 Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of the school's policy and procedure for dealing with it. Signs of sexual abuse include:

- Difficulty walking or sitting
- Pain/itching/bleeding/bruising/discharge to the genital area/anus
- Urinary infections/sexually transmitted diseases
- Persistent sore throats
- Eating disorders
- Self-mutilation
- Refuses to change for gym or participate in physical activities
- Exhibits an inappropriate sexual knowledge for their age
- Exhibits sexualised behaviour in their play or with other children
- Lack of peer relationships, sleep disturbances, acute anxiety/fear
- School refusal, running away from home

1.4 Sexual Violence and Sexual Harassment - see Appendix 10 flow chart for reporting sexual violence and sexual harassment.

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with SEND or certain health conditions and LGBTQ+Q children are at greater risk.

KCSIE 2024 and separate guidance Sexual Violence and Sexual harassment between Children in Schools and Colleges, sets out how schools and colleges should respond to reports of sexual violence and sexual harassment.

Staff must be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the **Sexual Offences Act 2003¹⁰⁹** as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent.

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

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and
- displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a
- wider pattern of sexual harassment and/or sexual violence. Consent is about having the freedom and capacity to choose. It may include:
 - non-consensual sharing of sexual images and videos;

- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;

2. Neglect

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

Signs of neglect include:

- The child seems underweight and is very small for their age
- They are poorly clothed, with inadequate protection from the weather
- They are often absent from school for no apparent reason
- They are regularly left alone or in charge of younger brothers or sisters.

3. Specific Safeguarding Issues

KCSIE acknowledges the following as specific safeguarding issues:

- bullying including cyberbullying (see below)
- children missing education (see below)
- children missing from home or care
- child sexual exploitation (see below)
- criminal exploitation of children including "county lines" (see below)
- domestic abuse (see below)
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) (see below)
- forced marriage (see below)
- gangs and youth violence
- gender-based violence / violence against women and girls (VAWG)
- hate
- homelessness
- honour based abuse (including FGM, breast ironing and forced marriage)
- mental health
- missing children and adult's strategy

- child on child abuse
- private fostering (see below)
- preventing radicalisation (see below)
- relationship abuse
- sharing nudes and semi nudes
- sexual violence and sexual harassment between children
- trafficking
- up-skirting

Other types of abuse and neglect include

- child abduction and community safety incidents
- children and the court system
- children with family members in prison
- modern slavery and the national referral system
- cybercrime
- homelessness

All types of abuse and neglect must be treated seriously.

4. Bullying

Bullying is behaviour by an individual or group, normally repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group). The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies. Signs of bullying:

- Depression
- Low self-esteem
- Shyness
- Poor academic achievement
- Isolation
- Threatened or attempted suicide

See the school's Anti-Bullying Policy.

5. Children Missing Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education guidance the school has:

1. Staff who understand what to do when children do not attend regularly.
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards);
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place, will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

- The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

This will assist the local authority to:

- fulfil its duty to identify children of compulsory school age who are missing from education;
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

The school shall inform the local authority of any pupil who:

- fails to attend School regularly;

- has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about her welfare.

6. Child Sexual Exploitation, risk assessments and impact on siblings.

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;

- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity. More information can be found in: Child Sexual Exploitation: Definition and a guide for practitioners (DfE 2017)

7. Domestic Abuse

The definition of Domestic Abuse is:

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are ‘personally connected’ to each other

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour
- (c) controlling or coercive behaviour
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are ‘personally connected’ when they are, or have been married to each other or civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The national Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

The school has signed up to Operation Encompass who can be contacted at ENcompass@thamesvalley.pnn.police.uk

8. Honour Based Abuse

So-called honour-based abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community including female genital mutilation (FGM), forced marriage and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned, they must contact the DSL as a matter of urgency.

9. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is defined as 'all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to female genital organs for nontherapeutic reasons.' (World Health Organisation). It is illegal in the UK. Some cultural communities perceive that this is a cultural norm, or that it is appropriate for religious reasons.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.

- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

We are aware that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity will always be shown when approaching the subject. We will always challenge such abusive cultural norms as the welfare of the child is always paramount. We recognise that FGM is not endorsed as a religious practice. It is illegal in the UK to subject any child to FGM or to take a child abroad to undergo FGM.

All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18, the teacher must report this to the police.

The report should be made orally by calling 101, the single non-emergency number.

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 set out in appendix 4 of this policy.

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.

FGM mandatory reporting duty and FGM safeguarding best practice guidance is available from: www.gov.uk/dh/fgm

10. Forced Marriage

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

We are alert to the potential signs such as: extended absence from school, truancy, drop in academic performance, history of siblings leaving education early to marry, excessive parental restriction, low motivation, evidence of self-harm or depression, eating disorders or depression, domestic abuse or running away from home. Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Staff should speak to the Designated Safeguarding Lead if they have any concerns. Pages 32-36 of the Multi-agency guidelines: Handling case of forced marriage focus on the role of schools in detecting and reporting forced marriage and the Forced Marriage Unit can be contacted on 020 7008 0151 or fm@fco.gov.uk for advice and information.

11. Private Fostering

A privately fostered child is a child or young person aged up to 16 (or up to 18 if disabled) who is cared for by someone who is not a parent or close family member such as a grandparent, aunt, uncle or sibling, half siblings and step-parents and where the care arrangement will last more than 28 days. It is an arrangement made without the involvement of the Local Authority. Private fostering is a private arrangement between parents and the carer and normally happens where parents are working or studying away or a child is sent to the UK to live with family friends or distant relatives. In general, privately fostered children are well cared for but they are potentially a vulnerable group and some arrangements may be a cover for trafficking. Schools have a legal duty to notify the local authority children's social care of any student known to be privately fostered. Although

schools have a duty to inform the Local Authority there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to school who has parental responsibility.

12. Radicalisation and the Prevent Duty

The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The School is also aware of the risks to children from Honour-based abuse.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The DSL team have received training to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

CONTEST is the UK's counter terrorism strategy that aims to reduce the risk we face from terrorism so that people can go about their lives freely and with confidence.

CONTEST is made up of the 4 'P's: Protect, Prepare, Pursue and Prevent.

PREVENT whose latest guidance was updated in 2015, aims to stop people becoming terrorists or supporting terrorism or extremism.

The Workshop to raise awareness of PREVENT (WRAP) highlights the main points below: normal social processes are used to influence us in our daily lives and we use them to influence others. Radicalisers use exactly the same processes of influence when trying to radicalise vulnerable people.

- Prevent can be applied to all forms of terrorism and extremism.
- Terrorism is a criminal issue and not a religious one. It just so happens that religion is one of the tools some criminals abuse in order to radicalise some people.

- Most terrorists and extremists will use a narrative or ideology as their way of legitimising their violent objectives. This narrative or ideology often takes the form of a distortion of history or religion, which is designed to incite anger or invoke a sense of injustice.
- There is no profile of a terrorist. Many different factors may make a person susceptible to radicalisation. Everyone is different and so a person susceptible to radicalisation may have one, all or none of the factors.

Radicalisation is a process and not a one-off event. During the process it is possible to intervene to prevent vulnerable people being drawn into terrorism or extremism.

Prevent is about all front-line workers working to make a difference. It is about recognising concerns, understanding what is going on and, where appropriate, making a referral. Prevent is about supporting and redirecting people, not criminalising them.

Safeguarding people from radicalisation is no different from safeguarding them from other forms of harm.

Within Prevent any visiting speaker will be subject to suitable checks being completed to ensure that they are not representing extremist view Any visitor without a DBS is supervised at all times and this would be the case with any visiting speaker. Any communication with students would only happen with a member of staff present.

CHANNEL is a multi-agency process which provides support and intervention for those who may be vulnerable to being drawn into terrorism and extremism.

Anyone can make a referral to the Channel process, for example, social services, health, education, youth offending teams, local communities. Most partner agencies will have a Prevent SPOC (single point of contact) within their organisation or referrals can be made direct to police.

For further information about Prevent, Channel, WRAP (Workshop to Raise Awareness of Prevent) and other Prevent training products you can contact the DSL.

13. Special Educational Needs and Disabilities

The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's Policy on Special Educational Needs and Accessibility Plans.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need, certain health conditions or disability creating additional safeguarding

challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
- pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

14. Criminal Exploitation of Children, including County Lines.

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

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

The school recognises the risks posed to children through gang cultures and the exploitation of young people involved in drug trafficking crossing county lines.

'County Lines' is:

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. See KCSIE (2021) page 126.

The link below provides Home Office guidance on how to recognise this risk and take appropriate action.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/626770/6_3505_HO_Child_exploitation_FINAL_web_2_.pdf

15. Up-skirting

'Up-skirting' typically involved 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. It is now a criminal offence.

16. Mental Health

All staff at The Marist are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue immediately by informing the designated safeguarding lead or a deputy using the "My Concern" online reporting tool.

17. Pupils with a Social Worker

At the Marist we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker. For example, the school may allocate time with the school counsellor so they can talk about their wishes and feelings or additional support may be put in place with the ELSA.

APPENDIX 2 – Youth Producing Sexual Imagery

School Procedures for Dealing with Instances of Youth Producing Sexual Imagery (Sharing nudes and semi nudes)

1. Definition of Sharing nudes and semi nudes

There are a number of definitions of sharing nudes and semi nudes but for the purposes of this policy sharing nudes and semi nudes means the taking and sending or posting of images or videos of a sexual or indecent nature, usually through mobile picture messages or webcams over the internet.

These images may be shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.

Under the Sexual Offences Act 2003, the making, transmission or soliciting of indecent images of children is a criminal offence and this fact should be borne in mind in any incidents of sharing nudes and semi nudes dealt with by the school. All sharing nudes and semi nudes incidents are a child protection issue and the school's child protection policy and practices must be followed.

There are many different types of sharing nudes and semi nudes and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important to apply a consistent approach when dealing with an incident to help staff, the school and the pupil. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. To clarify the problem, social scientists have agreed a typology of sharing nudes and semi-nudes incidents. This begins with a division into two categories:

1.1 Category One – Experimental

This includes:

1. **Romantic** - child-generated images sent to another child or young person with whom they are, or wish to be, in a relationship. Although indecent, the primary aim is communication, not wider dissemination of the image or any form of coercion.
2. **Sexual Attention Seeking** - images are made and sent between or among young people who were not known to be romantic partners, or where one youngster takes pictures and sends them to many others or posts them online, presumably to draw sexual attention.
3. **Other** - cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into the

Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives.

1.2 Category Two – Aggravated

Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of youth-produced sexual images.

This category includes:

- Adult offenders develop relationships with and seduce underage teenagers, in criminal sex offences even without the added element of youth-produced images. Victims may be family friends, relatives, community members or contacted via the internet. The youth-produced sexual images generally, but not always, are solicited by the adult offenders.
- **Youth Only: Intent to Harm**
These are cases that:
 - arise from interpersonal conflict such as break-ups and fights among friends
 - involve criminal or abusive conduct such as blackmail, threats or deception
 - involve criminal sexual abuse or exploitation by juvenile offenders.
- **Youth Only: Reckless Misuse**
No intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly, and a victim may have been harmed as a result, but the culpability appears somewhat less than in the malicious episodes.

2. Procedures and Protocols

Our school online policy is based on the four C's, Content/Contact/Conduct/Commerce. The school recognises the fact that children may have unlimited access to the internet. At the Marist we manage this risk when children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems which are regularly reviewed for the effectiveness. To minimise the inappropriate use using their own data plan as a school we forbid the use of mobile phones during the school day.

- If a pupil discloses that they have sent or received indecent photographs or videos of themselves or somebody under 18, the child protection procedures will be followed.
- Because of the diverse nature of sharing nudes and semi nudes incidents, all cases will be dealt with sensitively and with the primary aim of keeping the child safe. Using the definitions above, a judgement will be made about whether or not the matter needs referral to an outside agency. In cases of aggravated sharing nudes and semi nudes, or where an adult is known or thought to be involved, a referral to children's social care will always be made.

- If it is suspected that a device in possession of a pupil in school contains indecent images, it will be confiscated.
- If it is deemed necessary to check a phone or other device to see if indecent images are stored on it, the following protocol will be strictly followed.
 - If the images are believed to be of a female pupil, the device will be searched by a Female DDSL, with another DDSL present. No other member of staff other than the DDSLs may view suspected indecent images.
 - If any images are found, a written report of the content will be made. Under no circumstances will any image be copied to another device, emailed, stored on a disc or printed.
 - If the decision is made to deal with the incident in school, the pupil's parents will be informed and the pupil will receive support, counselling and advice regarding the making and distribution of indecent images. Normally the aim is to inform and protect the young person. If, however, it is a repeat occurrence, a suitable sanction may be imposed. Any other pupils affected by the incident would also receive counselling and guidance.
- In all incidents a record of the incident and actions taken will be kept in the school's child protection records.

APPENDIX 3 - DSL

1. Role of the Designated Safeguarding Lead (DSL)

The DSL must have the status and authority within the school management structure to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. It is the responsibility of the Governing Body to designate an appropriate member of senior staff.

2. Managing Referrals

The DSL is expected to:

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

3. Work with Others

- Liaise with the Link Governor to inform her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the Case Manager and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

4. Training

The DSLs and the Deputy DSLs have undertaken training to provide them with the knowledge and skills required to carry out the role. The DSL's job description includes responsibility for online safety.

Training for DSLs includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need (section 17(10) Children Act 1989), those with special educational needs and young carers.
- Are able to keep detailed, accurate and secure written records of concerns and referrals.
- Understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures that we may put in place to protect them.

5. Raising Awareness

The DSL should:

- Ensure our safeguarding policies are known, understood and used appropriately:
- Ensure our Safeguarding & Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and work with the Governing Body regarding this.
- Ensure the Safeguarding & Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of our school in this.
- Link with the local RBWM Safeguarding Partnership to make sure that staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave our school, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file, ensuring secure transit. Confirmation of receipt will be obtained.

APPENDIX 4 – Dealing with Allegations Against Staff

Dealing with allegations against teachers, supply teachers the Principal, Governors, volunteers, contractors and other staff.

1. The School's Procedures

At the Marist School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Principal without delay; any concerns about the Principal should go to the Chair of Governors who can be contacted at lgibson-barton@themarist.com .

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Principal.

Concerns or allegations against a governor should be reported to the Chair of Governors. If the allegation or concern is against the Chair of Governors it should be reported to the LADO.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within to outside of the organisation; or as a result of vetting checks undertaken.

The Principal has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO).

See Appendix 9 p53 for flow chart for procedure

2. Allegations

It is important to note that the reporting lines are the same for concerns and allegations.

It is an allegation if the person* 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 indicated they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors).

Allegations should be reported to the LADO without delay. Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is a foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

3. Low-Level Concerns

Appendix 9. contains a flow chart for managing low level concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors.

Example behaviours include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language

If the concern has been raised via a third party, the Principal should collect as much evidence as possible by speaking:

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

Allegations about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose

- action taken

(*if the individual wishes to remain anonymous then that should be respected as far as reasonably possible).

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and Colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO without delay and within 1 working day.

The records' review might identify that there are wider cultural issues within the school or college that enables the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

See also developing and implementing a low-level concerns policy (Farrer & Co) <https://www.farre.co.uk/globalassets/clients-and-sectors/safeguarding/low-level-concerns-guidance-2020.pdf>

Any allegations not meeting these criteria will be dealt with in accordance with the RBWM Safeguarding Children Board procedures. Advice from the LADO will be sought in borderline cases.

All such allegations must be dealt with as a priority without delay. The LADO will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria above.

If a crime may have been committed this matter will be reported to the police.

Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

It is an allegation according to KCSIE (Part Four) where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

- behaved or may have behaved in a way that indicates they may not be suitable to work with children.
-

4. Reporting an Allegation

The reporting requirements for allegations against a teacher, the Principal, Governor, volunteer or other member of staff are set out below. In all cases, the member of staff making the allegation should go straight to the Principal.

Where an allegation or complaint is made against any member of staff (other than the Principal, the DSL or Deputy DSL) or a volunteer, the matter should be reported immediately to the Principal or if she is unavailable the DSL. The allegation will be discussed immediately with the LADO before further action is taken. Where appropriate, the Principal will notify the Chair of Governors via phone.

Where an allegation is made against a governor, this should be reported to the Chair of Governors or if they are unavailable it should be reported to the LADO. If the allegation is against the Chair of Governors it should be reported directly to the LADO.

Where an allegation is made against the DSL or Deputy DSL, the matter should be reported immediately to the Principal. The allegation will be discussed immediately with the LADO before further action is taken.

Where there is a conflict of interest in reporting the matter to the Principal, the matter should be reported to the LADO directly.

Where an allegation or complaint is made against the Principal, the matter should be reported immediately to the Chair of Governors, without first notifying the Principal. The allegation will be discussed immediately with the LADO before further action is taken.

Where there are allegations about the trustees the member of staff should contact the LADO without delay LADO Amanda Burrows via the SPA on 01628 683150 or call 01628 683202 or 07774 332675. Alternatively you can email LADO@achievingforchildren.org.uk

In cases of serious harm, the police will be informed from the outset.

The person taking action in accordance with the procedures in this Appendix is known as the "Case Manager".

5. Disclosure of information

The Case Manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted.

The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

Where the LADO advises that a strategy discussion is needed, or the police or children's social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

6. Further action to be taken by the School

A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part four of KCSIE and the School's employment procedures.

7. Ceasing to use staff

If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the school in accordance with this policy and a referral to the Disclosure and Barring Service will be made promptly if the criteria for referral are met.

The school is mindful of its duty to report promptly to the Disclosure and Barring Service (DBS) any person (whether employed, contracted, a volunteer or a student) who has harmed or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children or would have been removed had he or she not left earlier.

Separate consideration will be given as to whether a referral to the Teaching Regulation Agency (TRA) should be made where a teacher has been dismissed, or would have been dismissed had s/he not resigned, because of unacceptable professional conduct,

conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

8. Malicious Allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

Where a parent has made a deliberately invented or malicious allegation the Principal will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

9. Record Keeping

Details of allegations found to be malicious will be removed from personnel records. For all other allegations, full details will be recorded on the confidential personnel file of the person accused.

An allegation proven to be false, unsubstantiated, or malicious will not be referred to in employer references. In accordance with KCSiE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.¹

¹ In accordance with the terms of reference of the Goddard Inquiry all Schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.

APPENDIX 5 - Disclosure and Referral

1. Guidance on how to Deal with a Disclosure

There is no threshold for referral to the DSL/DDSLs. A safety-first approach should be adopted. Informal advice is available to all staff and to the DSL/DDSLs from the RBWM Safeguarding Children Partnership.

Staff Action: All adults must respond to disclosures using non leading techniques.

2. Receive what is said

- Accept what you are told – you do not need to decide whether or not it is true;
- Listen without displaying shock or disbelief. Reassure the student
- Acknowledge their courage in telling;
- Remind them that they are not to blame (but avoid criticising the alleged perpetrator – young people often love adults who abuse them);
- Never promise confidentiality, only discretion;
- Reassure them, but do not promise what you may not be able to deliver ‘everything will be all right now’ (it may not be).

3. Responding

- Respond to what the student has said, but do not interrogate;
- Avoid leading questions such as ‘Was it your father? Did he touch your breasts?’ Questions such as these can be used by defence counsel in a subsequent court case to suggest that you ‘contaminated’ the child’s evidence. TED questions should be – “Tell, Explain, Describe”
- Ask open ended questions: ‘Do you want to tell me anything else?’ ‘And?’ ‘Yes?’
- Where necessary, clarify what has been said to you so that you are clear and able to decide whether this is an abusive situation.
- There is a careful judgement to be made in ensuring that you have enough information to make an appropriate referral and allowing a young person to talk without being silenced, while making sure that you have not inadvertently led a young person perhaps by an assumption behind a question. For example, asking ‘were you sitting up or lying down when this happened?’ contains the answer in the question.
- Explain what you will do next and (where appropriate) the referral process

Receive

Reassure

Respond

Record

Refer

4. Recording

- Make brief notes as soon as possible and keep securely with all other evidence

- Keep original notes, then write up subsequent record on the designated Safeguarding and child protection cause for concern form – include date, time, place. Describe observable behaviour.
- Record the actual words the child uses
- Sign the record using names, not initials

5. Refer

- Refer the matter as soon as possible and in any event within 24 hours, with all relevant details including records and evidence to the DSL/DDSL
- The DSL/DDSL will ask you for the key facts in the forms contained at the end of this policy
- A decision will then be made whether to refer further by the DSL/DDSL
- Records will be kept of the action taken and by whom.

If a student is in **immediate** danger or is at risk of harm, a referral should be made to children's social care and / or the police immediately. Anybody can make a referral in these circumstances.

APPENDIX 6 - Code of Conduct

Code of Conduct for Working with Children and Young Adults

1. Introduction

- 1.1 The purpose of this Code of Conduct is to confirm and reinforce the professional responsibilities of all adults associated with the school, including teachers, non-teaching staff, Governors and volunteers, with regard to their relationship with pupils; to clarify the legal position in relation to sensitive aspects of staff/pupil relationships and to set out the expectations of standards to be maintained within the school.
- 1.2 Our aim is to create an environment and culture that ensures, as far as reasonably possible, the safety and well-being of all girls in our care at any given time, whether in school or on a trip or visit.

2. Core Principles

- 2.1 Staff should treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to their professional position.
- 2.2 Staff must have regard to the expectation that they will actively promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, the rights of others and tolerance of those with different faiths.
- 2.3 Staff have an obligation under the Prevent strategy to understand and engage with the Channel process, to help identify those vulnerable to radicalisation and their behaviours, and make referrals within and, if necessary, outside the school.
- 2.4 Staff must ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 2.5 Teaching staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- 2.6 Staff should understand the need to act as good role models for pupils and the school expects its staff to behave in a thoroughly professional manner and to set an example to pupils through high standards of personal behaviour.
- 2.7 Staff must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions and this Policy of which this Code forms part.

3. Safeguarding

- 3.1 Adults in schools may be vulnerable both to the possible consequences of close professional relationships with pupils and to malicious or misplaced allegations made by pupils deliberately or innocently arising from their normal and proper association with them in school.
- 3.2 This Code is intended to give practical advice to staff, so that they know what to do should a safeguarding matter arise, and to ensure their conduct and relationships are, and are seen to be, entirely proper. Reference is made to related policies where further guidance and advice may be obtained.
- 3.3 It is, however, impossible to lay down hard and fast rules to cover all the circumstances in which school staff relate to pupils and where opportunities for their conduct to be misconstrued might occur. Therefore, in all matters relating to pupil/staff relationships, staff must bear in mind how an action might reasonably be regarded by a third party. Staff should avoid any conduct which would lead any reasonable person to question the member of staff's motivation and intentions. At no time should staff undertake any action which could bring the school into disrepute.
- 3.4 It is realised that some staff will also know pupils and their parents under different circumstances from their professional relationship with them in School, for example, as neighbours, children of personal friends, or family members. In addition, some members of staff may have children at the school. This Code should therefore be read and, where appropriate, interpreted with this in mind (for example, with regard to gifts). It is therefore important that staff should exercise professional judgment where social contact with pupils and their families occurs, and where there may be a perceived conflict of interest. Staff should always seek advice from the relevant member of the Executive Leadership Team as required.

4. Confidentiality

- 4.1 The School has a responsibility for the welfare of its pupils. The issue of confidentiality can arise in discussions with pupils, and staff must never agree to keep disclosed information confidential, and should pass such information immediately to the relevant senior member of staff, if there is a risk of harm.
- 4.2 Confidential information about the School, or any member of the school community, including pupils' parents, and staff, should never be used casually in conversation or shared with any person other than on a professional 'need to know' basis.

- a. The school follows the guidance in Keeping Children Safe in Education (2021), paragraph 84/85 which states: 'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.' 'This includes allowing practitioners to share information without consent...'

5. Working with Pupils

5.1 Written Communication with Pupils, including e-communications

- b. Staff should at all times follow the ICT Policy for Parents and Students.
- c. Staff should not divulge personal email or mobile phone numbers to pupils, nor should they be used when communicating with pupils, including by text message.
- d. Only school email accounts should be used when staff are communicating with pupils, and when pupils communicate with staff.
- e. On school trips, a school mobile should be used: staff personal mobile numbers should remain confidential.
- f. Staff should not invite pupils to be their 'friend' on Facebook or other personal social media sites, such as Twitter, etc, nor communicate with girls via such sites. Staff should also think very carefully before communicating in such a way with past pupils, especially where the former pupil has a sibling who remains at the school.
- g. Staff should not accept any invitation from girls to be their 'friends' on social media sites (including, for example, Twitter and Instagram), or to follow their profile.
- h. Staff who have profiles on social media sites should protect them appropriately.
- i. Staff using e-mail and text messaging, or similar, need to ensure that such communication remains suitably formal in content and language.
- j. All correspondence with or about pupils should remain professional at all times. Such documentation may be subject to a data protection request, or could be used in any ensuing complaint and an untoward comment could lead to unforeseen and unintended consequences.

5.2 Images and recordings

- a. Only school equipment e.g. school cameras, iPads, or iPhones - should be used to capture images of pupils or filming of any description. In all cases, the pupils need to be aware that they are being filmed and that this is not being done without their knowledge.
- b. School equipment will be provided as required.
- c. Any images or recordings must be only downloaded to, and stored on, school equipment for school use. They must not be downloaded to personal equipment.
- d. Parents sign a declaration to confirm they are happy for their daughter's photograph to be displayed in school publications, publicity material, and on the school website. A list of pupils whose parents are not happy for their photograph to be used is posted in the Staff Room. This request from parents must be respected.

5.3 Physical contact with pupils

- a. The Marist does not ban physical contact with pupils. However, staff are advised not to make unnecessary physical contact with pupils. Physical contact which might be misconstrued by the pupil, parent or casual observer should be avoided.
- b. There may be occasions when a distressed child needs comfort and reassurance which may include physical comforting such as a caring parent would offer.
- c. In such circumstances, it may be appropriate to seek the agreement of the pupil before comfort is offered.
- d. PE staff are likely to come into physical contact with pupils from time to time in the course of their teaching or other work, for example when showing a pupil how to use a piece of apparatus or equipment or whilst demonstrating a move or an exercise during PE and Games.
- e. Drama staff are likely to come into physical contact with pupils in teaching of physical theatre.
- f. Visiting Music Teachers: in line with guidance from the Musicians' Union, there should be no physical contact with pupils in the teaching of musical instruments. We do acknowledge, however, that there may be occasions where the pupil may benefit from some demonstration of posture or breathing, which might include some limited physical contact with the pupil. If the VMT feels that this would improve technique or performance, then the VMT should first discuss this with the respective Head of Music, and if she concurs, then limited physical contact can take place, but only with the respective Head of Music present and with agreement from the student concerned.
- g. Following any incident where members of staff feel that their actions have been or may be misconstrued, a written report of the incident should be submitted immediately to the Designated Safeguarding Lead, Vice Principal Mrs Jane Gow. This could apply especially in a case where a member of staff has been obliged to restrain a child physically to prevent them from inflicting injury to others or self-injury.

5.4 Private meetings with pupils

- a. Staff should be aware of the sensitivities which could arise from private interviews with individual pupils.
- b. It is recognised that private interviews carry with them responsibility for pupil welfare and that there is a risk involved in such meetings. Such interviews should be conducted in a room with visual access. If there is no window, the door must be left open.
- c. If any form of physical contact which may be open to misinterpretation does occur during a private interview, it must be reported immediately to the Designated Safeguarding Lead, and a written record kept.

5.5 Relationships with pupils

- a. Staff must be aware that it is an offence under the Sexual Offences Act 2003 for a person over the age of 18 and in a position of trust to have a sexual relationship with a child under 18, even if the relationship is consensual. It is a very serious disciplinary matter (and very likely, serious legal matter) for any adult working or

volunteering at the school to have any contact of a sexual nature with pupils, including those in the Sixth Form, or to groom pupils for such contact. The school will always report such matters to the Disclosure and Barring Service (DBS), Police, and Social Services, as well as taking its own disciplinary action, which will be dismissal. Other forms of inappropriate conduct will also be dealt with through the school's disciplinary procedures as a matter of serious concern and referred to the appropriate authorities.

- b. Staff should not give pupils their home address, home or mobile phone numbers, personal email address, or other personal data.
- c. Staff should not make arrangements to meet pupils, individually or in groups, outside school other than on authorised school trips or events.
- d. Staff should not form personal friendships with pupils.
- e. Staff should discuss with the Designated Safeguarding Lead, as soon as possible, if they feel a pupil has an infatuation with them.
- f. Staff should ensure that their interactions with pupils are appropriate to the age and gender of the pupils, taking care that their conduct does not give rise to comment or speculation and ensuring that their actions and behaviour do not put pupils or themselves at risk of harm or of allegations of harm to a pupil. Demeanour and language therefore require care and thought.

5.6 Transportation

- a. Pupils may only be transported in staff cars if:
 - There is written permission from the parent;
 - Seatbelts are worn;
 - The car is road-worthy and adequately insured for business use;
 - Children should not be transported alone;
 - Such use of staff cars should be noted on the relevant Risk Assessment.

Staff should not be transported in pupils' cars.

5.7 School Trips

- a. Staff should be particularly careful when supervising pupils in a residential setting or on an extended visit away from home, where a more informal atmosphere tends to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school environment.

5.8 Gifts

- a. Teachers should not give personal presents to an individual pupil. Prizes should only be given to pupils in line with departmental policy for rewards.
- b. Staff should not accept gifts or favours from pupils on a regular basis.
- c. Gifts received from pupils or parents should be recorded in line with the Anti-Corruption and Bribery Policy.

6. Whistleblowing

Where a member of staff or a pupil feels unable to raise an issue of concern other channels are open to them (see KCSIE 2024).

APPENDIX 7 - KCSIE 2024

KCSIE (Part1) (September 2024)

https://assets.publishing.service.gov.uk/media/6650a1967b792fff71a83e8/Keeping_children_safe_in_education_2024.pdf

APPENDIX 8 – Concern Form

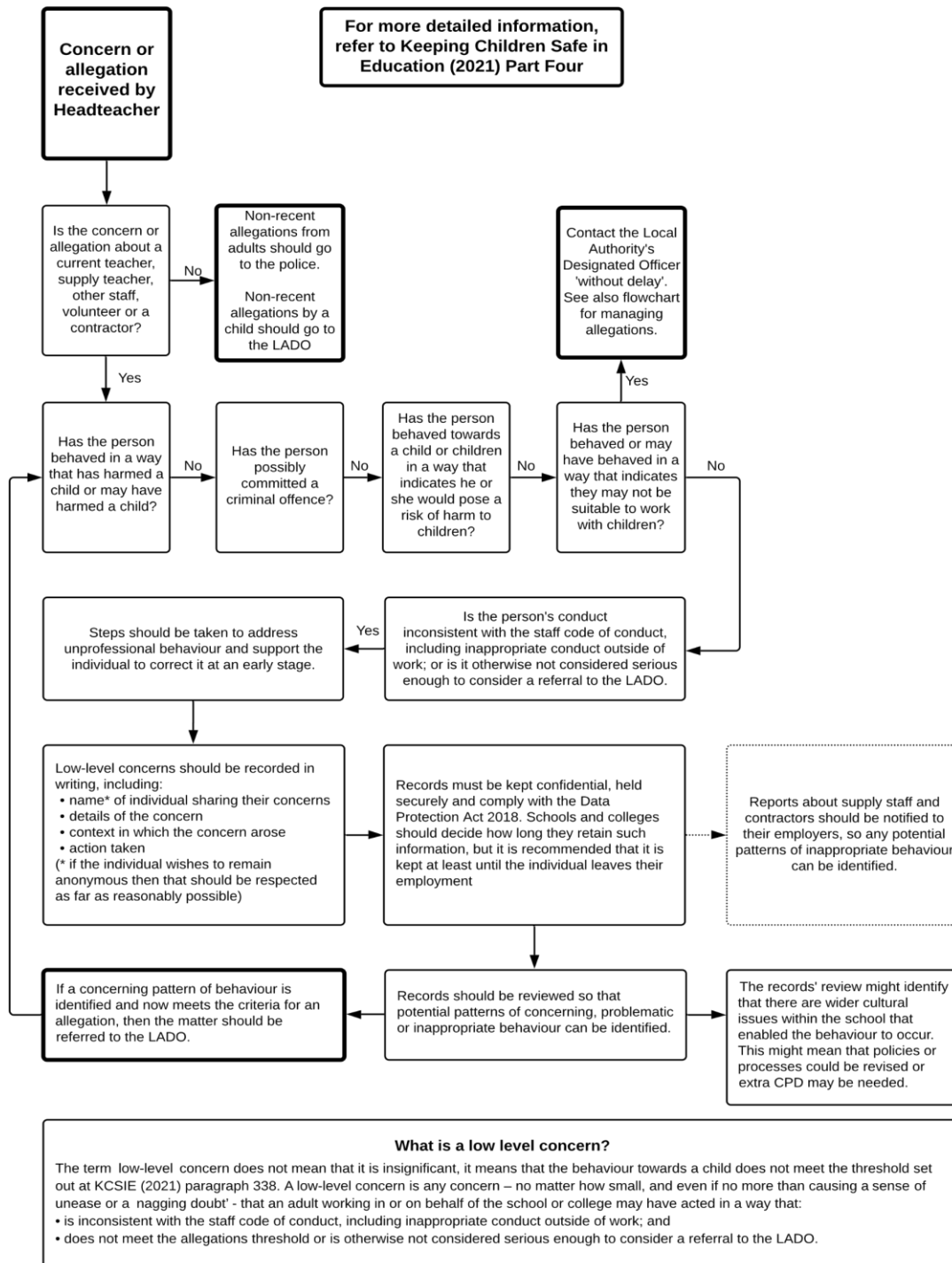
Safeguarding and Child Protection Cause for Concern Form

Please include full details of your concerns below:

Student's name:			
Class/Year/Tutor group:			
Date of concern:			
Time of concern:			
Details/Context: <i>It is essential that you distinguish between hearsay, gossip and observation. Use the exact words of the child or young person wherever possible. Give the context e.g. people involved, where it took place etc.</i>			
Witnesses:			
Signed:		Dated:	
For use by the DSL only			
Action taken by DSL (if necessary):			
Signed:			

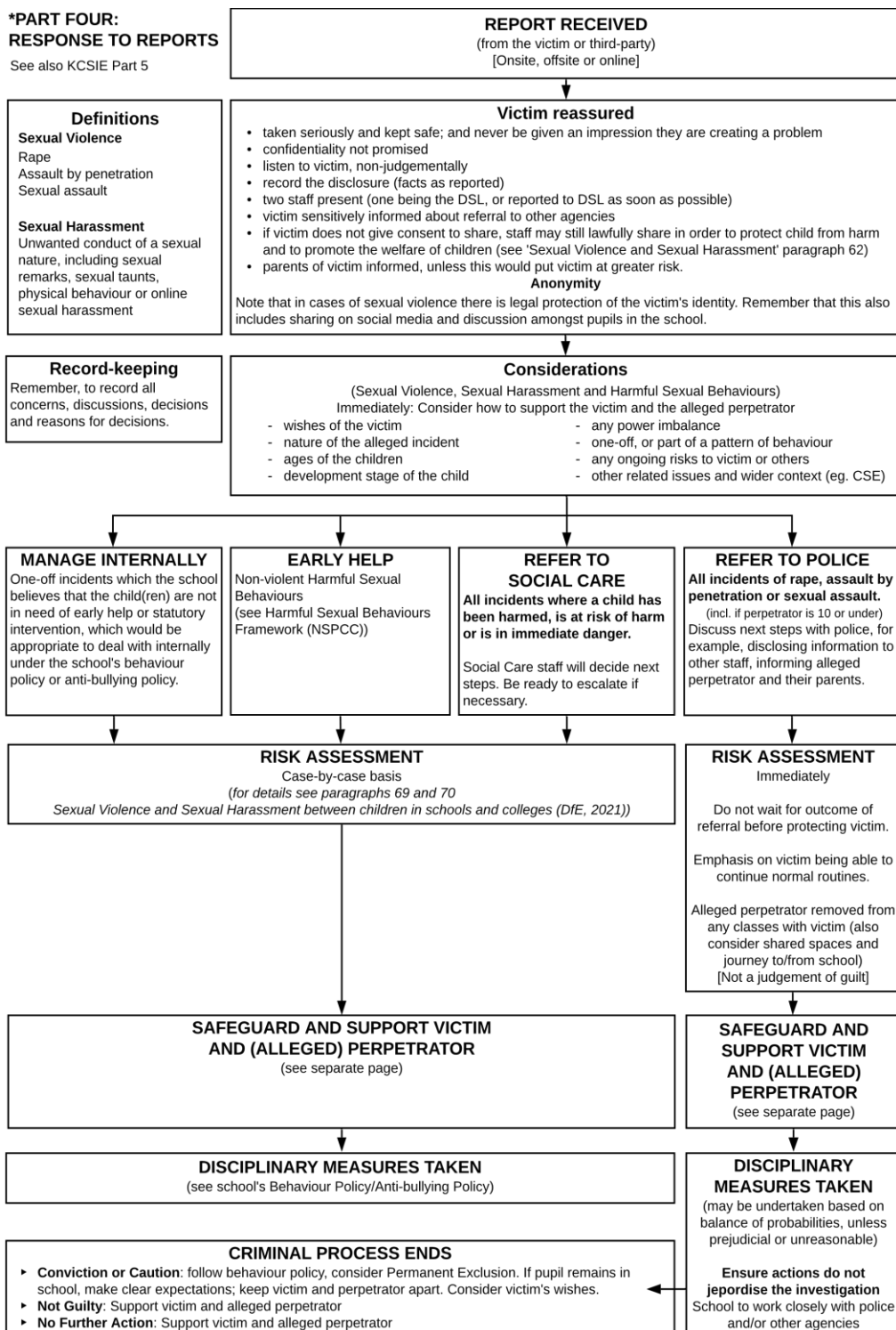
APPENDIX 9 – Managing Low Level Concerns Chart

Managing low level concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors



APPENDIX 10- Reporting Sexual Violence and Sexual Harassment

***PART FOUR:
RESPONSE TO REPORTS**
See also KCSIE Part 5



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Source:
*Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)

SVSH Flow Chart for Schools 2021 v.1.0

Reviewed:

Renewal:

Signed:

**Mrs J Smith
Principal**

Signed:

**Dr Martin Stephen
Chair of Governors**