



## **Whole School Child Protection and Safeguarding Policy**

### **EYFS Department, Junior School and Senior School**

COVID-19

The DfE issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance has now been withdrawn as the government expects all settings across the nation to reopen for the new academic year in September, with full availability to all learners. Requirements for local interventions in educational settings will continue to be reviewed and St Joseph's will act in s

### **Child protection statement**

#### **Safeguarding is everyone's responsibility and anyone can make a referral to children's social care**

The School has a legal obligation to work with other agencies in the protection of children from harm. The policy has been written with due regard to the DfE statutory guidance "Working Together to Safeguard Children", (2019), "Keeping Children Safe in Education" (2020), and Prevent 2015. In addition, it is drawn up with regard to inter-agency and procedures of Our Safeguarding Children Partnership for Cornwall and the Isles of Scilly (OSCP). OSCP has reviewed its local safeguarding arrangements to ensure compliance under the new definitions of the Children Act 2004 (Sections 16E, F and G) and associated Regulations. The school works with the 'safeguarding partners' - the local authority, a clinical commissioning group and the chief officer of police for the area – following its procedures where liaison is important and engagement as required. <https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/about-the-oscsp/>

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all our pupils and this policy applies to all pupils including those in the EYFS. The school will always consider the best interests of the child at all times. We provide an open, safe and welcoming environment where all children are respected, valued and listened to, through pastoral care, tutor times, 1:1 sessions as appropriate. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff, whether temporary, permanent or volunteers and governors. This policy is available to parents both via the website [www.stjosephscornwall.co.uk](http://www.stjosephscornwall.co.uk) and on request from the school office.

This policy acknowledges the dangers of peer-on-peer abuse and that support is in place, in line with the school's Anti Bullying policy, to prevent peer abuse that can cross the threshold to become a Safeguarding concern for both victim and perpetrator. This includes both sexting and use of 'banter' that are both clearly unacceptable. The school focuses on the legal threshold at which this can cross over into a crime and also has explicit awareness of the need to ensure appropriate victim support, in whatever guise this may take, is in place. The school also recognises the particular vulnerability of SEN/D pupils to both peer abuse and abuse that would be a Safeguarding concern and has particular mind for such dangers, working with SENCOs to monitor any concerns that may arise here. The school makes



provision for teaching children to keep themselves safe, including online. Details of this latter can be found in our separate policy. St Joseph's is aware that Keeping Children Safe in Education (2019) expects schools to be clear how they manage pupils' use of their own devices whilst in school and this is made clear to pupils.

**The School will adhere to the statutory guidance on dealing with allegations of abuse in force at the time; any further action will only be taken with the agreement of the LADO (Local Authority Designated Officer) or Duty Social Worker. LADO contact: 01872 326536 [lado@cornwall.gov.uk](mailto:lado@cornwall.gov.uk)**

**For the avoidance of doubt, in the case of serious harm the Police should be informed from the outset as well as the LADO particularly with reference to any suspicion of FGM where Police should be first contact point. The school will involve safeguarding agencies to provide early help and act on and refer early signs of abuse and neglect and radicalisation.**

**If you have immediate concerns or are worried about a child or young person's safety please telephone the Multi Agency Referral Unit (MARU) on 0300 123 1116** The DSL will also make prompt contact with children's social care of Channel where there are concerns a child may be in need of help or at risk and/or with the LADO in relation with allegations against someone working in the school and/or with the police if a criminal offence is suspected.

**For the avoidance of doubt, there is no suggestion that parental or pupil consent is required for a referral to statutory agencies where there are concerns about a child's safety; reference to parental consent does not apply when a child is or may be at risk of harm; schools do not require the consent of parents to refer allegations to the LADO.**

**We advise use of the 101 (non-emergency police number), and not just for cases of serious harm, but where there are concerns and advice is need about extremism, for example.**

**The DfE dedicated helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)**

### **Aims with regard to Safeguarding**

At St Joseph's School we believe in developing strength of personality, balance and self-sufficiency in all our pupils. We aim to ensure an understanding and development of stable, strong relationships with other pupils and adults while providing a safe school setting with high quality pastoral provision for the pupils. Safeguarding is essential it promoting the welfare, health and wellbeing for pupils and adults. St Joseph's School wants to safeguard and promote the welfare of children who are pupils at the School, including EYFS or in attendance at our various activities, which complies with the Department for Education (DfE) *Keeping Children Safe in Education (KCSiE) 2020* - statutory guidance for schools and colleges - and has regard to *Working Together to Safeguard Children (2019) (WTTSC)* as well as *Prevent Duty Guidance March 2015*. St Joseph's School is committed to safeguarding and aims to create a culture of vigilance. To this effect, the Headteacher and Governing Body 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.

### **Application of This Policy**

1. Safeguarding Training and ongoing update/support for those in contact with pupils and other children on the school site.
2. Safer Recruitment and ongoing update/support for those in contact with pupils and other children on the school site.
3. Secure recruitment, appointment and ongoing HR procedures for managing issues with staff
4. Appropriate, high quality attendance processes
5. Pastoral education for pupils including Safeguarding teaching
6. Policy for missing pupils
7. Health and Safety promotion
8. Security promotion
9. Other policies that support Safeguarding including Health and Safety, Anti-Bullying, and pupil attendance.
10. Communication of policies to the close and wider community on request and on the School website.
11. Operating as required by the Cornwall and Scilly Isles Our Safeguarding Children Partners. The school will operate safeguarding procedures in line with locally agreed inter-agency procedures. The school will work with the Local Safeguarding Partners. The school's procedures for dealing with and referring concerns about children in need and/or at risk will be in accordance with locally agreed inter-agency partners the local authority, a clinical commissioning group and the chief officer of police for the area – following its procedures where liaison is important and engagement as required. <https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-partnership/about-the-oscp/>
12. The school has consideration for all specific safeguarding concerns as listed in KCSIE 2020.
13. The School's actions are intended to work in compliance with the current versions of the following:
  - The Education Acts
  - Education (Independent Schools Standards) Regulations
  - Keeping Children Safe in Education (KCSiE)
  - Working together to Safeguard Children (WTtSC)
  - Safeguarding Vulnerable Groups Act
  - Independent Schools Inspectorate Handbooks
  - Preventing and tackling Bullying
  - The Protection of Freedoms Act
  - The Children Act
  - What if you are worried a Child is being abused
  - Disqualification under the Childcare Act 2006 (as amended, 2018)
  - Information Sharing: advice for practitioners providing safeguarding services DBS Referrals Guidance (as may be amended from time to time) 2018
  - Teacher misconduct: regulating the teaching profession (and related guidance)
  - Sexual violence and sexual harassment between children in schools and colleges May 2018
  - Use of reasonable Force in Schools

- The Data Protection Act
  - Information Commissioner's Office Data Sharing Code of Practice
  - ISI Commentary on the Regulatory Requirements September 2018
  - Statutory Framework for the Early Years Foundation Stage (EYFS)
  - June 2019 [teaching online safety in schools](#).
- 'Safeguarding' is broader than 'child protection'. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the welfare of children. It is recognised that safeguarding and promoting the welfare of children includes:
    - Protecting children from maltreatment
    - Preventing the impairment of children's health or development
    - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
    - Taking action to enable all children to have the best outcomes.
  - Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child: a referral will be made to children's social care immediately. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk.
  - The School recognises the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.
  - Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Everyone who works with our pupils should make sure that their approach is child centred (that is, that they consider at all times what is in the best interest of the child).
  - As well as ensuring that the School's policies and procedures support its safeguarding responsibilities, the School will work with pupils and their families and will contribute to inter-agency working, in line with the statutory guidance Working Together to Safeguard Children. This includes providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
  - The School takes seriously its responsibility to promote and nurture the mental health and wellbeing of all its pupils and staff.
  - The School is committed to teaching pupils about safeguarding and how to recognise when they are at risk and how to get help when they need it
  - The School is committed to working in partnership with parents, Social Services Departments and diverse communities, in order to continuously develop and improve the safeguarding culture within our School.
  - The School understands the importance of Contextual Safeguarding as outlined in WTtSC (2018) and KCSiE 2020 and these have been explained to staff through training.
  - Having these safeguards in place not only protects and promotes the welfare of children, but



also it enhances the confidence of our staff, volunteers, parents/carers and the general public.

- Staff attention is drawn to Paragraph 59 of KSCIE September 2020 and the NSPCC advice line to be found at <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/> and can contact the NSPCC if they do not feel able to raise concerns with regards child protection internally or have concerns about the way a concern is being handled. Staff can call 0800 028 0285 from 8am to 8pm Monday to Friday or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### Designated Safeguarding Leads (DSL)

The DSL staff are all senior in status and are able to take responsibility and action in the appropriate manner. Parents, pupils, staff (all those on the Single Central Register) contractors, agency workers and visitors are directed to the DSL as first point of contact should they require consultation or action in terms of safeguarding and child protection. DSL job description covers online safety and is in line with KCSIE 2020.

**The DSL staff have undertaken child protection training and training in inter-agency working and will attend refresher training at two-yearly intervals. Certificates for training are kept and updated.**

Designated Safeguarding Lead (DSL)	Mr Oliver Scott	headteacher@stjosephscornwall.co.uk
Assistant Designated Safeguarding Lead (DDSL)	Mr Sam Matthews	Sam.matthews@stjosephscornwall.co.uk
Governor with responsibility for Safeguarding	Mrs Susan Lewis	safeguardinggov@stjosephscornwall.co.uk

**IF IT IS NOT POSSIBLE TO CONTACT THE DSL OR DDSL CONTACT SHOULD BE MADE WITH SAFEGUARDING GOVERNOR OR, FAILING THIS, WITH THE CHAIR OF GOVERNORS. Telephone contact details can be provided from Reception in an emergency.**

### Safeguarding Duty of Care

All staff, governors and volunteers and anyone else listed on St Joseph's Single Central Register have a legal duty to:

1. Protect all children from any form of abuse
2. Understand and appropriately operate in line with the School's Child Protection policies and procedures
3. Appropriately record complaints, discussions and/or incidents
4. Report any concerns immediately to the DSL. This should be to DSL's office or via Reception. Forms should be delivered by hand where possible. Email should be sent to DSL altering that a concern has been raised.
5. In situations where immediate serious harm may occur make a referral to children's social care

### Children with Special Educational Needs and Disabilities



Children with special education needs and disabilities (SEND) can face additional safeguarding challenges. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These may include:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation; Being more prone to peer group isolation than other children; The potential for children with SEN and disabilities to be disproportionately impacted by things like bullying without outwardly showing any signs; and Communication barriers and difficulties in overcoming these barriers.

As a consequence, children with SEND may require extra pastoral support. The additional vulnerabilities of pupils with SEND and the school's duty to make reasonable adjustments should be particularly carefully considered in situations where the use of reasonable force may be needed in response to risks presented by incidents involving children with SEND or medical conditions.

### **Looked After Children and Previously Looked After Children**

The school will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by the local authority.

### **Private Fostering**

Private fostering occurs where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, for 28 days or more, unless that person has parental responsibility for them or is a local authority or agency foster carer. If a member of staff becomes aware that a pupil may be in a private fostering arrangement, they should raise this in the first instance with the Designated Safeguarding Lead. **The School has a mandatory duty to inform the local authority of children in such arrangements.**

### **Safeguarding and Child Protection Governance**

The Governors ensure the School's Child Protection and Safeguarding procedures are in line with those required by the Cornwall and Scilly Isles Safeguarding Children Board. One governor, Mrs Sue Lewis takes Safeguarding responsibility and ensures she has oversight of Safeguarding and Child Protection incidents, procedures and outcomes in line with the compliance framework.

Governors oversight is ensured through checking of the Safeguarding Files for compliance which are dated by the designated Safeguarding Governor. The Safeguarding Governor has oversight for the Safeguarding Policy and Procedures but this is a responsibility of the Governing Body and devolved to the Headteacher and DSL. The Chair of Governors signs the OSCP (formerly LSCB) Safeguarding Audit and ensures the proper oversight through updates at Governors Board meeting, updates at the weekly meeting with the Headteacher as appropriate and updates through Headteacher's Report to Governors. The DSL also provides an annual Safeguarding Review to Governors and this is minuted. Safeguarding is

a standing item on SMT minutes which are available to the Governing Body on request from Mrs Cat Gowan.

This policy is updated annually and Governors ensure out of date references are removed.

### Training

The following training takes place:

1. DSL training takes place every two years and will be provided by an appropriate certified body. Reconstruct Cornwall have been providers of choice.
2. All others receive Level 2 Safeguarding training upon appointment and receive an update every year. Online Level 2 training by 'Me Learning' has been provided for all staff and governors from September 2016.
3. In addition, the school will provide Prevent and on-line safety training to staff as part of their INSET and Prevent training will be recorded.
4. The DSL or an appropriately trained member of staff will train new staff as required. New staff will receive the Safeguarding and Child Protection policy and this will be explained to them. They will confirm their understanding or, if they need further training, it will be provided for them. They will be notified of the names of the DSL/DDSL and the way in which to contact them.
5. Induction will also include: safeguarding and child protection policy including role and identity of DSL and deputies (to be issued in hard copy or digitally), online safety, KCSIE part one (all staff – issued hard copy or digital), KCSIE Annex A (leaders and those who work directly with children); pupil behaviour policy; safeguarding response to children who go missing from education (CME); staff code of conduct (including whistleblowing and acceptable use of IT, staff/pupil relationships and communications including use of social media).
6. The Governors receive training every two years from 'Me Learning' (<https://www.melearning.co.uk/>) and receive an annual briefing from the Headteacher or DSL.

### Safeguarding Trained Staff (Including training details)

Oliver Scott	DSL	Head of School	27 <sup>th</sup> September 2019	Level 3
Sam Matthews	DDSL Cover	Deputy Head	24 <sup>th</sup> May 2019	Level 3
Sue Lewis		Safeguarding Governor	10 <sup>th</sup> October 2019	Level 3

### Assuring a Safeguarding Culture

This policy operates in conjunction with other school policies covering areas such as:

- Acceptable Use of ICT
- Health and Safety
- Whistleblowing
- Anti-Bullying



Cyber Bullying  
Staff Code of Conduct  
First Aid, Illness and Medication  
Educational Visits  
Equal Opportunities  
And those covering Data and Information Management

Copies of policies covering these areas are available on request from the school office on 01566 772 580 or by emailing [reception@stjosephscornwall.co.uk](mailto:reception@stjosephscornwall.co.uk)

Our actions with regard to Safeguarding and Child Protection protect children from harm but also:

Protects children from abuse, neglect and unsafe environments as well as enabling children to achieve their full potential.

If there is potential for a pupil to experience significant harm the School will take action to prevent this happening. The child will be supported and cared for. We believe that early recognition of signs of abuse and neglect provides the very best opportunity for the children in our care to receive the help they need. We listen to the pupils in such situations, keep accurate, detailed and clear records, review situations as they evolve and take appropriate action as required with a readiness to involve external agencies. We share information effectively and quickly.

The School works in partnership with pupils, staff, Governors, parents, Social Services Departments the OSCP supporting and enabling inter-agency working as required by regulation. We are committed to on-going improvement and development in this aspect.

We aim to ensure we:

1. Identify those pupils at risk of or are likely to suffer significant harm.
2. Take required and appropriate action to ensure the welfare of pupils in need of support.
3. Manage our data and information confidentially and appropriately
4. Ensure pupils are not put at risk of harm by our staff by training staff appropriately and guiding them in professional, safe conduct when working with pupils.
5. Review our processes and challenge unsafe practices, if found.
6. Require staff to follow an ICT Acceptable Use Policy which includes instructions that pupil data, information and particularly images are stored and managed appropriately.
7. Promote a culture of openness amongst staff and pupils so pupils feel comfortable putting their ideas forward and engaging in healthy, age appropriate debate relating to the concerns and worries of young people.
8. Use appropriate communication methods, where required working with Children's Services and the Designated Officer (LADO for Cornwall and Isles of Scilly) and notify Governors of concerns when:



- There is an allegation against a staff member, a volunteer or the Headmaster
- There is concern about the quality of education provided for the pupil
- There is a need for a referral to outside agencies
- There may be legal action taken against the School

### **Visitors**

Supply staff and other visiting staff and prospective parents will be given the school's **CODE OF CONDUCT FOR VISITORS** which is available in Reception.

1. All visitors to the School must be signed in at Reception and must wear a visitor badge attached to an appropriately coloured school lanyard.
2. The School, where appropriate, insists that employees of other organisations, visiting or working in the School or on School premises, provide proof of a DBS check with DBS number and date to be recorded in line with KCSiE 2020.
3. Volunteers, including Governors, undergo checks commensurate with their work in the school and contact with pupils.
4. Volunteers who work only in a supervised capacity are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the School's Risk Assessment, Recruitment Policy and statutory guidance and ISSR.
5. Visitors to school must not use any digital device including mobile phones without prior approval of appropriate members of SMT. For contractors this will fall under oversight of the bursar.

### **Child protection procedures**

#### **Recognising abuse**

To ensure that our pupils are protected from harm, staff must understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. While awareness of the categories of abuse is essential, staff should also be aware of other potential Safeguarding concerns such as abuse of drugs, alcohol, early sexualisation, potential for sexual abuse or use of sex in a manner likely to cause harm. Loneliness is also recognised as an indication of potential harm.

#### **Listening to Pupils and Early Help:**

It is recognised that these are essential elements to ensuring safeguarding issues do not escalate and are dealt with appropriately. St Joseph's School has a listening culture and it is important that allegations must be listened to and passed on in accordance with procedures listed below.

### **Categories of abuse**

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

#### **Physical abuse**

Physical abuse is a form of abuse that 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. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

#### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying), 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.

#### **Children suffering from emotional abuse may:**

- display excessive behaviour, such as extreme aggression, passivity or become overly demanding
- self-harm, for instance by scratching or cutting themselves
- be inappropriately adult or infantile
- persistently [talk about] run away from home
- show high levels of anxiety, unhappiness or withdrawal

#### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual Abuse including CSE (Child Sexual Exploitation) might result in:

- 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
- Exhibiting an inappropriate sexual knowledge for their age
- Exhibiting sexualised behaviour in their play or with other children
- Lack of peer relationships, sleep disturbances, acute anxiety/fear
- School refusal, running away from home

A girl [or woman] who's had FGM may:

- Have difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Have unusual behaviour after an absence from school
- Be particularly reluctant to undergo normal medical examinations
- Ask for help, but may not be explicit about the problem due to embarrassment or fear.

- NB: Staff with concerns regarding FGM have a legal responsibility to report this directly to the police via 999

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent (or carer) failing to:

1. provide adequate food, clothing and shelter (including exclusion from home or abandonment)
2. protect a child from physical and emotional harm or danger
3. ensure adequate supervision (including the use of inadequate care-givers) or
4. ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Children suffering from neglect may:**

- have frequent absenteeism from school
- Beg or steal money or food
- Lack needed medical or dental care, immunisations or glasses
- Lack appropriate clothing, e.g. for weather conditions, shoes are too small, ill-fitted clothes
- Have clothes that are consistently dirty
- Have teeth which are dirty, hair quality is poor and contains infestations
- Have hands which are cold, red and swollen
- Have a parent or adult caregiver who has failed to protect a child from physical harm or danger

### **The Parent or Other Adult Caregiver:**

- Denies existence of, or blames the child, for the child's problems at home or at School
- Sees and describes the child as entirely worthless, burdensome or in another negative light
- Unrealistic expectations of the child i.e. demands a level of academic or physical performance of which they are not capable of achieving.
- Offers conflicting or unconvincing explanation of any injuries to the child

- Appears indifferent to or overtly rejects the child
- Refuses offers of help for the child's problems
- Isolated physically/emotionally Running away or going missing

#### **Additional Abuse and Neglect Categories:**

Consideration should also be given to the categories of abuse detailed in KCSIE Sept 2020 for which additional government guidance, information and support can be found at GOV.UK. These include: domestic violence, child sexual exploitation (CSE), fabricated or induced illness, faith abuse, gender-based violence/violence against women and girls (VAWG), honour based violence (HBV) or Honour Based Abuse as we recognize non-violent forms of abuse. forced marriage and susceptibility to gangs and gang violence.

#### **Safeguarding pupils who are vulnerable to extremism**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

The School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. The School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo /Nazi/White Supremacist ideology/Irish Nationalist and Loyalist Paramilitary groups and extremist Animal Rights movements.

#### **Response to concerns about radicalisation**



St Joseph's School, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. For 2019/20 this is Mr Oliver Scott.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC /DSL. Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Support and documentation: CTSA 2015 (Counter-Terrorism and Security Act), Prevent duty, 'Protecting Children at Risk of Radicalisation', The CHANNEL Programme (Support if concerned that a student may be vulnerable to radicalization).

IT policies: The School must make sure that the children are safe from terrorist and extremist material when accessing the internet in school. Suitable filtering must be in place.

### **Indicators of vulnerability to radicalisation**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
  - There is no single way to identify if a young person is at risk
  - Small changes in behaviour might indicate that there are concerns about their wellbeing
  - Even young children might show signs of radicalisation
  - Look for breaks away from family or local community
  - Using extremist narrative

2. Extremism is defined by the Government in the Prevent Strategy as: *Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*

3. Extremism is defined by the Crown Prosecution Service as:

*The demonstration of unacceptable behaviour by using any means or medium to express views which:*

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *Seek to provoke others to terrorist acts;*

- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or*
- *Foster hatred which might lead to inter-community violence in the UK.*

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

**Indicators of vulnerability include:**

Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

**More critical risk factors could include:**

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;

- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

**Preventing violent extremism Roles and responsibilities of the Single Point of Contact (SPOC) He/she** is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of the School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RS curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students / pupils;
- attending meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions;
- Sharing any relevant additional information in a timely manner.

## **Channel**



Staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: [Channel guidance](#). E-learning channel awareness programme for staff is available at: [Channel General Awareness](#). Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

### **Safeguarding pupils who are vulnerable to exploitation, forced marriage or trafficking**

The School's values, ethos and Behaviour, Rewards and Sanctions policies provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our School keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues and to include such issues in an age appropriate way in their curriculum if deemed appropriate. Our staff can access support if they need to talk to families about sensitive concerns in relation to their children.

The DSL will know where to seek and get advice as necessary. The School brings in experts as required, and would use specialist material to support the work in this area.

### **Criminal Exploitation of children and 'county lines.'**

St Joseph's is aware of the risks of criminal exploitation of children, including possibilities of 'county lines' criminal gangs engaging children in criminal activity. Staff are expected to report any concerns to the DSL and Headteacher or directly to appropriate agencies. The school will engage in multi-agency approaches where there is any concern with regards criminal exploitation of children.

### **Child Sexual exploitation**

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

### **Further information on child sexual exploitation**

***NB: This can be read in conjunction with What To Do if you Suspect a Child is being Abused***

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

### **Further information on so- called 'honour based' violence (HBV)**

So-called 'honour-based' violence (HBV) 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 HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant

communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### Indicators

Here are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of [the Multi agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools and colleges) and pages the [Multi-agency guidelines: Handling case of forced marriage](#).

**Actions** if staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi- agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach.

**FGM mandatory reporting duty** FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.<sup>12</sup> If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See [Annex A](#) of KCSiE 2020 for further details.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at- [Mandatory reporting of female genital mutilation procedural information](#)

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with St Joseph's DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. There is a mandatory duty on teachers to report disclosures on FGM about a female under 18 personally to the police.

## **Forced marriage**

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

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. Staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

## **Bullying**

While bullying between children or peer abuse is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. Early intervention and awareness of patterns or frequency of bullying can prevent a later safeguarding incident from occurring – enhanced vigilance and accurate reporting of incidents on Daybook is expected from all staff. Staff are reminded that bullying can be dismissed as ‘banter’ and as such ‘banter’ is unacceptable. Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘just having a laugh’ or ‘part of growing up.’

At its most serious level, bullying can have a disastrous effect on a child’s wellbeing and in very rare cases has been a feature in the suicide of some young people. It is recognised that Safeguarding support may be put in place should peer on peer abuse cross the threshold as bullying can escalate to a safeguarding issue and will then be dealt with according to safeguarding procedures. Safeguarding support will be put in place for both victim and bully.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying and cyber-bullying policies and procedures. Our policies are available via the school office, and the subject of bullying is addressed at regular intervals in PSHEE, tutor time and assemblies. Victim and perpetrator support for peer on peer abuse and bullying incidents will be put into place as appropriate and we will consider the legal threshold where bullying can escalate into something requiring police intervention. Sexting is unacceptable and presents a form of peer abuse that will be thoroughly investigated and will result in outside agency intervention. UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017) will be a point of reference here.

The school also recognises the particular vulnerability of SEN/D pupils to both peer abuse and abuse that would be a Safeguarding concern and has particular mind for such dangers, working with SENCOs to monitor any concerns that may arise here.

If the appropriate, or if the tackling bullying procedures are deemed to be ineffective, the DSL and DDSL will consider implementing child protection procedures.

**Peer on peer (child on child) abuse:** All staff should also recognise that children are capable of abusing their peers. All staff should be aware that this can take the form of child on child sexual violence and sexual violence and training should be provided.

St Joseph notes that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Peer on peer abuse is most likely to include, but is not limited to:

- bullying (including cyber bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery), and I
- initiation/hazing type violence and rituals
- Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Staff should be aware that such actions constitute a criminal offence and act accordingly.

It is more likely that girls will be victims of peer abuse and boys perpetrators, but all peer on peer abuse is unacceptable and will be taken seriously. Peer on peer abuse should be recognised as such and never be tolerated or passed off as 'banter' or 'part of growing up'. The School seeks to minimise the risk of such abuse by ensuring that it is clear to all members of the school community that it will not be tolerated, and by educating pupils as part of the PSHE programme about healthy and respectful relationships, the wider societal factors (such as sexist stereotypes and language) and how to recognise, report and respond to peer abuse.

Any allegation of such abuse will be promptly and thoroughly investigated, recorded and treated according to its gravity. The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding procedure is subject to local guidance, as in any other cases, when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases, the School's response will include referral to children's social care or the police. Victims, perpetrators and any other child affected will be supported within the pastoral care structure, taking account of their views and feelings, and support may include counselling, where appropriate. All children involved will be treated as 'at risk'.

### **Indicators of abuse**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The

identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL/DDSL.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries; black eyes without bruising to the forehead
- burns anywhere (cigarette-type; patterned burns (iron), rope burns; contact burns in abnormal sites
- lacerations to the body or mouth
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied

- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL and DDSL to decide how to proceed. **It is very important that staff report their concerns – they do not need ‘absolute proof’ that the child is at risk.**

**STAFF MUST BE AWARE THAT ABUSE CAN TAKE PLACE WHOLLY ONLINE OR THAT TECHNOLOGY MAY BE USED TO FACILITATE OFFLINE ABUSE.**

### **Contextual Safeguarding:**

Safeguarding incidents and/or behaviours can be associated with factors outside of St Joseph’s and/or can occur between children outside of school. All staff, but especially the designated safeguarding lead (and deputy) should be consider the context within which such incidents and/or behaviours occur. This **contextual safeguarding** means it is expected that assessment of children will consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. St Joseph’s Safeguarding Team are aware that children’s social care assessments should consider such factors so it is important that St Joseph’s should provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

### **Impact of abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self- harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

### **Violence against women and girls (VAWG)**

Violence against women and girls (VAWG) are serious crimes. These crimes have a huge impact on our economy, health services, and the criminal justice system. Protecting women and girls from violence, and supporting victims and survivors of sexual violence, remains a priority of this government. In 2016 the Government published their Violence Against Women and Girls (VAWG) Strategy and St Joseph’s acts in line with this.

### **Taking action**

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Registered Charity Number 289048 Registered Office: St. Joseph’s School, Launceston PL15 8HN

Key points for staff & Governors to remember for taking action are:

1. in an emergency take the action necessary to help the child, for example, call 999
2. report your concern to the DSL/DDSL immediately. Issues involving children who have suffered or are at risk of suffering serious harm, should be reported to Children's Social Care (MARU) immediately.
3. do not start your own investigation
4. share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
5. complete a referral form/concern report form (kept in the staffroom and in the Safeguarding file on the school Intranet)
6. seek support for yourself if you are distressed
7. All Child Protection concerns need to be acted on within 24 hours

#### **If you are concerned about a pupil's welfare**

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed.

In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the referral or concern report form to record these early concerns. These are available in Staffroom, on the Intranet and from the DSL and the DDSL. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL or DDSL.

Those children who are in need of additional support from one or more agencies, should be referred for inter-agency assessment, using the local processes (including CAF and TAC). However, in the first instance, contact MARU for advice.

#### **If a pupil discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgment. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils staff will:

1. allow them to speak freely
2. remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
3. give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
4. not be afraid of silences – staff must remember how hard this must be for the pupil
5. **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this. **If you need to clarify any statements made by the child, you may use the TED questions – tell me, explain, describe**
6. at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
7. not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
8. avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
9. tell the pupil what will happen next. The pupil may agree to go to see the designated senior officer, otherwise let them know that someone will come to see them before the end of the day
10. report verbally to the DSL or DDSL even if the child has promised to do it by themselves
11. write up their conversation as soon as possible on the **Safeguarding Record Forms (from DSL, School Intranet and available in the staffroom)** and hand it to the designated officer
12. seek support if **they** feel distressed
13. seek support if **you** feel distressed.



## **Notifying parents**

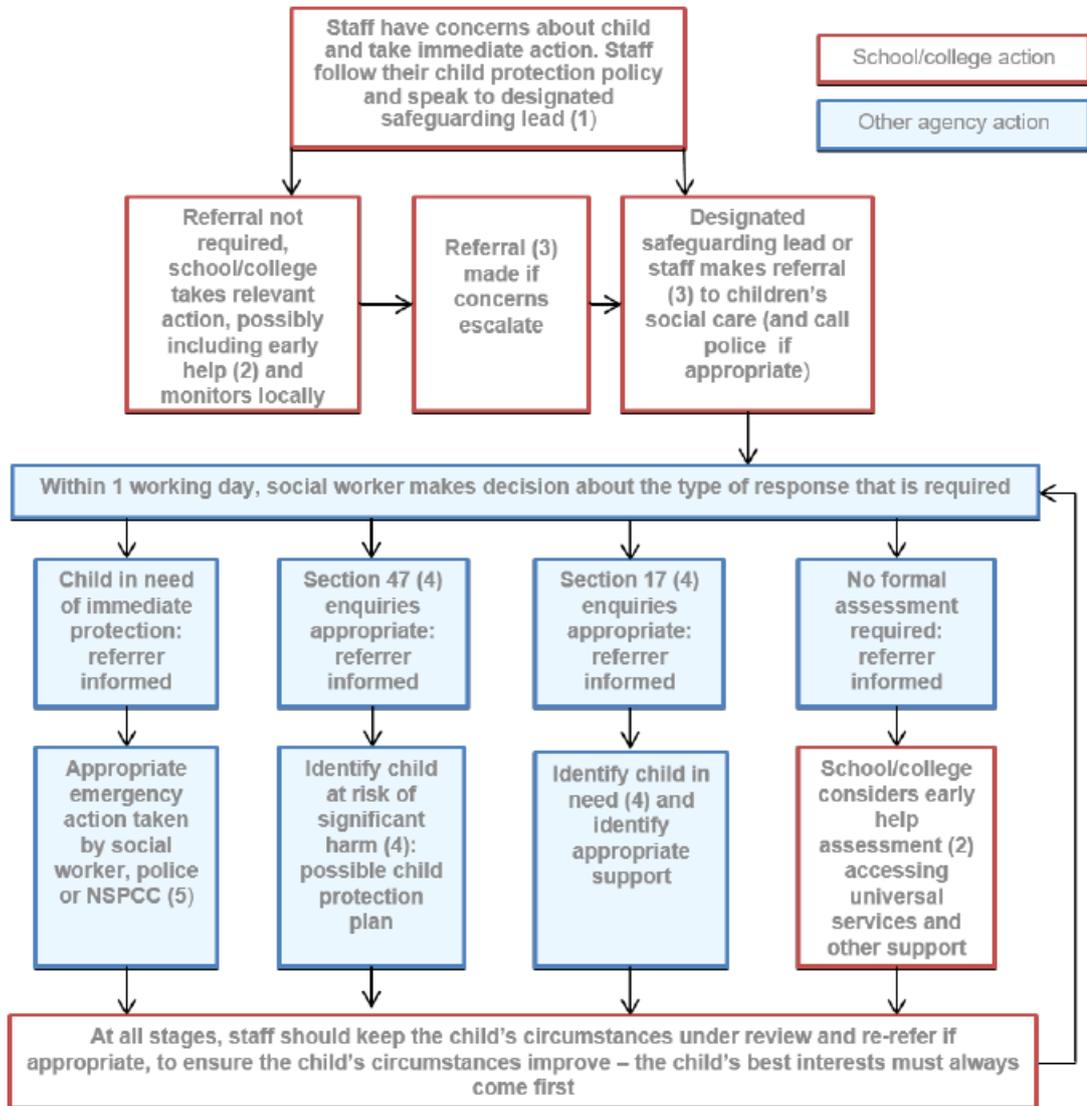
St Joseph's School will normally seek to discuss any concerns about a pupil with their parents. This will be handled sensitively and the DSL, DDSL or Headteacher will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's services.

In the case of "looked after children", the Headteacher ensures that all staff have the skills, knowledge and understanding necessary to keep these children safe. Staff should have the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers, and information available to the DSL.

## **Enquiry to MARU**

The DSL will make an enquiry to MARU if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. **However, please note that MARU can be contacted by anyone who has a concern about a child** (please also see below).

## Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

## **Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, DDSL, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 2018 principles and will be stored separately from the pupil's school file.

Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Safeguarding Record Forms and other written information are stored in a locked facility in Senior School SMT office. The DSL and Deputy are the only persons with access to this facility. All relevant paperwork e.g. Safeguarding Record Forms, Body Maps, Chronology etc. are kept locked away here. Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen.

Child protection records are normally exempt from the disclosure provisions of the GDPR / Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher.

The GDPR / Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's Data Protection Policy is available to parents.

It is important to note that Keeping Children Safe in Education (2018), paragraph 75: states **‘The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.’** In addition Paragraph 77 states: ‘This includes allowing practitioners to share information without consent.’ Guidance will be taken from the guidance document ‘Information sharing: advice for practitioners providing safeguarding services’ (DfE, 2018). <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

### **Record Keeping**

The safeguarding/child protection file will contain the following:

A record of the pupil’s core data Chronology: a log of day-to-day contacts with social care and other agencies, listing dates, times and conversations. Safeguarding Record Forms include:

1. date (including year) and time of the event/concern
2. the nature of the concern raised
3. the action taken and by whom
4. outcome of any action
5. Name and position of the person making the record
6. Details of meetings with parents/carers, professionals, school staff.
7. Reports of meetings
8. A log of contact with parents – this is particularly important when seeking permission from a parent for a referral to take place – failure to contact a parent should not preclude contacting social care where you have concerns.

Informal notes can be requested as evidence, and whatever is written may at some point be viewed by another audience. Objectivity and Professionalism will always be kept in mind when recording.

Confidential minutes of meetings e.g. Case Conferences (these should be destroyed once the child is no longer the subject of CP concerns).

In the case of disclosure, the record will include:

- as full an account as possible of what the child said
- an account of questions put to the child

- time and place of disclosure
- who was present at the time of disclosure;
- the demeanor of the child; where the child was taken and where returned to at the end of disclosure

KCSIE also incorporates the obligation on schools to preserve records which contain information about allegations of sexual abuse for the term of IICSA. All other records of allegations are to be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

### **Transition**

The DSL will make contact with Feeder Schools before a child joins St Joseph's to ensure that any appropriate safeguarding information comes to St Joseph's prior to the child beginning his / her education with us. Where children leave St Joseph's, the school will ensure that their child protection file is sent to the new establishment as soon as possible but transferred separately from the main pupil file.

### **Extended School Activities and off-site arrangements**

Where extended school activities are provided by and managed by the school, St Joseph's School child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

### **Managing Allegations**

At St Joseph's, we are aware of the possibility of allegations being made against members of staff or volunteers who are working or may come into contact with children and young people whilst in our school. Allegations may also be made by one pupil about another pupil. Allegations will usually be that some kind of abuse has taken place. They can be made by children and young people or other concerned adults. Part 4 of KCSIE provides the most recent guidance on this issue.

Allegations are made for a variety of reasons:

- Abuse has actually taken place.
- Something has happened to the child that reminds them of a past event – the child is unable to

recognise that the situation and people are different. Children can misinterpret our language or your actions.

- Some children recognise that allegations can be powerful and if they are angry with you about something they can make an allegation as a way of hitting out.

In addition:

The latest guidance should be used in respect of all cases in which it is alleged that a teacher or member of staff (including 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

An allegation can be a way of seeking attention.

If an allegation is made against an adult in a position of trust, whether they are members of staff (temporary or permanent) or volunteers, this will be brought to the immediate attention of the Head.

As an employer St Joseph's School has a duty of care to its employees. It should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Any allegation of abuse made against a teacher or other member of staff or volunteer at St Joseph's will be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;

- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

In the absence of the Head, the allegation will be reported to the Chair of Governors. (In the case of the allegation being made against the Headteacher/DSL/DDSL this will be brought to the immediate attention of the Chair of Governors without informing the Headteacher).

The Headteacher/Chair of Governors will discuss with the Designated Officer (LADO for Cornwall and Isles of Scilly) the nature of the allegations in order for the appropriate action to be taken. There is no suggestion that the school would investigate before referral to the LADO.

This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made. If the allegation is made against any other person, then this will be brought to the immediate attention of the DSL, who will respond to, record, and refer to the appropriate agency.

***Please note that this should be read in conjunction with KCSiE September 2020.***

The Headteacher [Chair of Governors] must:

1. Contact the Designated Officer (DO [previously called the LADO and assigned as such by Cornwall and Isles of Scilly]) immediately to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions will be recorded in writing, and communication with both the individual and the parents of the child/children agreed. The School will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. St Joseph's will give due weight to the views of the DO and the policy when making a decision about suspension.
2. The Designated Officer may ask the Headteacher [Chair of Governors] to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the Headteacher [Chair of Governors] will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the Headteacher [Chair of Governors] will discuss the allegations with the DO in order to help determine whether police involvement is necessary.
3. The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it will be recorded by both the Headteacher [Chair of Governors] and the Designated Officer, and agreement reached on what information should be put in

writing to the individual concerned and by whom. Headteacher [Chair of Governors] will then consider with the Designated Officer(s) what action will follow both in respect of the individual and those who made the initial allegation.

4. The Headteacher [Chair of Governors] will inform the accused person about the allegation as soon as possible after consulting the designated officer(s). It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the Headteacher [Chair of Governors] will not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. St Joseph's School consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered prior to taking that step. Supporting information, including managing the situation and exit arrangements are in KCSIE, September, 2020.
5. There are restrictions on the reporting or publishing of allegations against teachers. St Joseph's will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL (National College for Teaching and Leadership) publish information about an investigation or decision in a disciplinary case.
6. St Joseph's will promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS referral criteria are met. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. 'Compromise agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.
7. St Joseph's School is also under a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, and should make reference to this in their policies. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Further guidance is published on the NCTL

website. Where a referral has been made to the DBS, it is not necessary for a referral also to be made to NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to an NCTL referral.

8. If there has been a substantiated allegation against a member of staff, St Joseph's will work with the DO to determine whether there are any improvements to be made to the school or college's procedures or practice to help prevent similar events in the future.
9. Allegations that are found to have been malicious will be removed from personnel records, and any that are not substantiated, are unfounded or are malicious will not be referred to in employer references.

**Pupils** that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing that a criminal offence may have been committed).

### **Safer Recruitment and Selection**

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked.

At St Joseph's School we will ensure that we have a member of staff on every recruitment panel who has received the appropriate Safeguarding / Safer Recruitment training through either 'Me Learning' online or with 'Reconstruct'. We will ensure that all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards. Any volunteer working on a ratio of 1:1 will undergo DBS checks. Short-term volunteers will only work alongside a DBS checked member of staff and will be DBS checked themselves if their volunteering becomes regular.

We will seek assurance that appropriate Child Protection checks and procedures apply to any staff that are employed by another organisation and work with our pupils on another site.

The school adheres to the Recruitment Policy (available on the staff intranet and from the School on request) and safer recruitment procedures.

Procedures are in accordance with the Independent School Standards Regulations and include ensuring that at least one member of any recruitment panel involved in all stages of the recruitment process and has undertaken the appropriate training in Safer Recruitment and carrying out all required checks on the suitability of staff and volunteers to work with children and young people, in accordance with appropriate guidance and regulations.



Appropriate supervision arrangements are put in place if staff start work before their DBS disclosure has been obtained and in all cases a Barred List Check and Prohibition Order check (if applicable) will have been undertaken. Relevant staff are also asked to confirm that they do not meet the criteria for disqualification under the Childcare Act 2006 (as amended, 2018) and the 2018 Regulations.

The school obtains assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils on another site (for example, in a separate institution). This includes supply staff in relation to the DfE guidance of 31<sup>st</sup> August 2018 referencing ISSR amendments with regards the requirement that staff supplied by employment businesses to independent schools have additional checks undertaken in appropriate countries if they have lived outside the UK and the school should receive written notification from the employment business that such checks have been made.

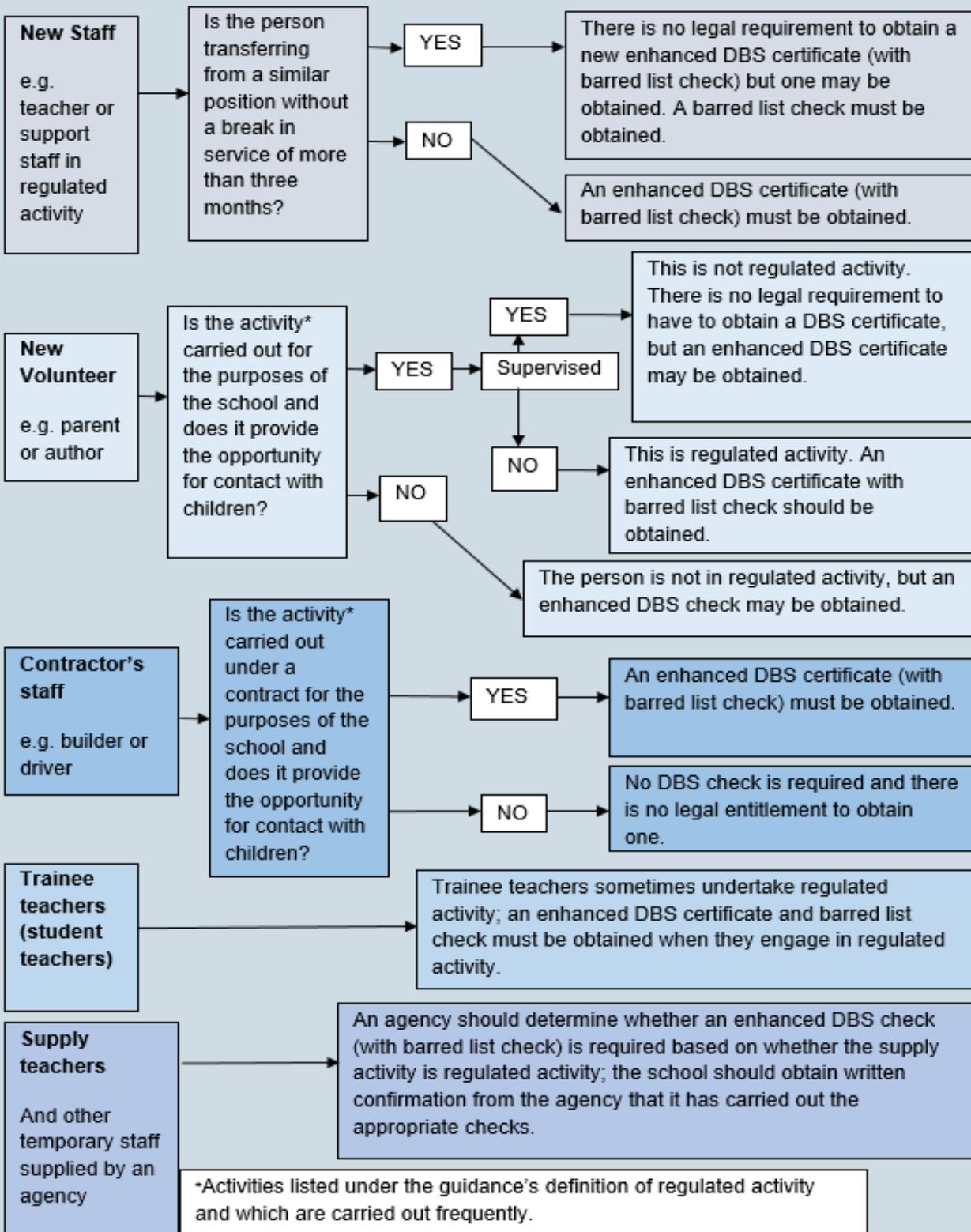
The school via the Bursar carries out the mandated checks on the suitability of all people who serve on our Board of Governors in accordance with the guidance and regulations set out by The Association of Governing Bodies of Independent Schools (AGBIS)

Where the school ceases to use the services of any person (whether employed, contracted, a volunteer or student) or the person resigns or otherwise ceases to provide his or her services because it is considered that the person may be unsuitable to work with children, a referral will be made to the Disclosure and Barring Service (DBS) in accordance with the procedural guidance at <https://www.gov.uk/guidance/making-barringreferrals-to-the-dbs> (contact: PO Box 181, Darlington, DL1 9FA. Tel: 01325 953795, email [dbsdispatch@dbs.gsi.gov.uk](mailto:dbsdispatch@dbs.gsi.gov.uk)).

In cases involving teaching staff, the school will also decide whether to refer the matter to Teaching Regulation Authority (TRA) to consider prohibiting the individual from teaching.

Please also see the School's Recruitment, Selection & Disclosure Policy and Procedure and KCSIE, September, 2020 for further information.

**FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS**



### Disqualification and Disqualification by Association

In addition to KCSIE, supplementary advice has been issued by the DfE. The Childcare Act [2006] (as amended, 2018), and the Childcare (Disqualification) Regulations [2009] had placed additional requirements on schools. By amendment of regulation 9 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 ("the 2018 Regulations"), there is the removal of disqualification by association for individuals working in childcare in non-domestic settings (e.g. schools and nurseries).

The advice applies to staff in schools who works in the Early Years provision and to those who work with children who have not attained the age of 8. It also applies to employees who are directly concerned in the management of such provision, even though they may not work in the early years or relevant later years position themselves.

Early Years provision includes education and any supervised activity for a child from birth until 1<sup>st</sup> September following their fifth birthday. This includes provision outside school hours. Later years provision also covers activities outside of school hours including breakfast clubs and extra curricular activities and prep.

St Joseph's School that it will not employ staff to work in these settings (or allow them to be directly concerned in the Management), if they are "disqualified". The grounds for disqualification are not only that a person is barred from working with children (included on the children's barred list) but also include that:

- they have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- other orders have been made against them relating to their care of children
- they have had their registration cancelled in in relation to childcare or children's homes or have been disqualified from private fostering

Disqualification occurs as soon as the above criteria are met e.g., as soon as a caution or conviction occurs, and even before the person is formally included on the children's barred list. The DfE has advised that relevant convictions are not considered 'spent' in this connection.

St Joseph's school will ask existing employees to provide the relevant information about themselves.

**The School will ask for this information as part of the employment checks and will keep a record that this has been undertaken.**

The following government website covers all relevant information:



[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/362919/Keeping\\_children\\_safe\\_in\\_education\\_childcare\\_disqualification\\_requirements\\_-\\_supplementary\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362919/Keeping_children_safe_in_education_childcare_disqualification_requirements_-_supplementary_advice.pdf)

### **Reporting concerns & referring directly to child protection agencies**

Staff in most instances will follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police, MARU (MASH if Devon) or the NSPCC in line with Working Together to Safeguard Children:

- Concern / child in need > staff to act immediately > refer to DSL or deputy > refer for early help/pastoral support / children's social care as appropriate
- Child at risk > DSL > children's social care/POLICE if crime is committed. This must be immediate or within 24 hours or one working day.
- Referral can be made direct and any member of staff/volunteer/parent can make a referral.
- Parental consent is not required for referral to statutory agencies.

### **Guidance for Staff and Volunteers**

Staff and Volunteers will ensure that their behaviour or actions do not place pupils or themselves at risk of harm, or to allegations of causing harm to a pupil. Full guidance can be found in the Staff Handbook.

### **Children Missing Education:**

Staff should be aware that KCSIE recognises children missing education as a safeguarding concern, particularly when a child leaves with no known destination. The school recognises its duty under *Children Missing Education* to provide information to the local authority and follow appropriate guidance. As stated in the school's Admissions Policy: "The school has a responsibility under Children Missing Education 2016 to inform Cornwall Council when we remove or add a pupil's name to the admissions register at non-standard transitions, i.e. where a compulsory school-aged child leaves a school before completing the school's final year (Y11) or joins a school after the beginning of the school's first year (Reception). In addition, KCSIE recognises children missing education as a safeguarding issue particularly when a child leaves with no known destination. For this reason, it is intended that the school report both to Cornwall Council and the local authority where the child is normally resident in this instance. The school will follow up instances of poor attendance and check absence via form/class teachers and the office. Parents should ensure that the school has at least two emergency contacts for their children.

### **Child Exploitation and ICT**



Children and young people can be exploited and suffer bullying through their use of modern technology such as the Internet, mobile phones and social networking sites.

In order to minimise the risks to our children and young people, St Joseph's School will ensure that we have in place appropriate measures such as security filtering, monitoring and an acceptable use policy linked to our ICT policy.

Staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites. Mobile phone or electronic communications with a student at our school is not acceptable unless in exceptional emergency circumstances i.e. school trip.

Where it is suspected that a child is at risk from Internet abuse or cyber-bullying we will report our concerns to the appropriate agency. The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policies and procedures as appropriate and in line with the Cornwall Local Safeguarding Children Board, and the Local Authority.

**STAFF MUST BE AWARE THAT ABUSE CAN TAKE PLACE WHOLLY ONLINE OR THAT TECHNOLOGY MAY BE USED TO FACILITATE OFFLINE ABUSE.**

### **Looked after children**

The DSL is responsible for the welfare and progress of 'looked after children'. He/she will ensure that up to date assessment information from the relevant local authority, the most recent care plan, contact arrangements with parents, and delegated authority to carers are in place. Staff at St Joseph's need to be aware of the statutory guidance to local authorities about how they are to support schools with the care and education of these pupil. The following government website covers all relevant information:

<https://www.gov.uk/government/consultations/looked-after-children-promoting-their-health-and-welfare>

### **Policy on the use of Mobile Phones, Photographs and Social Networking in EYFS Department**

1. Members of Staff are not permitted to use Mobile Phones in any classrooms used by pupils at any time. This applies to contractors, visitors and SMT members visiting the Early Years.
2. Staff may have their phones turned on in the Staff Room for use in their break times, lunchtimes and after school. They should be stored safely in staff bags at all times whilst on Duty.
3. Staff are instructed not to 'post' anything on any social networking sites, such as "Facebook", that might possibly be construed as having any impact on the School's reputation, its children,



parents, operational routines or other staff.

4. Staff who liaise with parents are expected to do so on a professional basis and should not be involved in any requests or offers of social networking.
5. Failure to comply with this policy will result in the member of staff facing disciplinary action. If a member of staff is found to be contravening any of the above this could be treated as gross misconduct and may result in dismissal. Photographs of children in the EYFS Department will only be taken on the official school camera or school managed iPads. If taken on a school iPad these must be deleted from the iPad before the device is taken from school premises. Images must only be recorded in relation to evidence of developmental progress and in support of observations or promotions of the EYFS Department at St Joseph's School.
6. Written permission for photographs of their child to be taken is required from every parent when a child joins the School. Children over 12 need to give their own permission.

**Useful contacts:**

Emergency Services: 999

Devon and Cornwall Police: 101

Cornwall Children's Social Care Multi-Agency Referral Unit (MARU): 0300 1231 116

MultiAgencyReferralUnit@cornwallgcsx.gov.uk

Cornwall Children's Social Care - out of hours: 0300 1234 100. Emergency: 01208 251300

Cornwall Safeguarding Children Standards Unit: 01872 254549

South West Child Protection Procedures

[www.swcpp.org.uk](http://www.swcpp.org.uk)

Local Safeguarding Children Board Website

[www.safechildren-cios.co.uk](http://www.safechildren-cios.co.uk)

Designated Officer: Pendragon House, Gloweth, Truro, TR1 3XQ. Tel: 01872 254549

Children, Schools and Families Directorate: New County Hall, Truro. TR1 3AY. Tel: 0300 1234 101

Useful websites:

- ♦ 'Working Together to Safeguard Children', 2018  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/729914/Working\\_Together\\_to\\_Safeguard\\_Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)
- ♦ 'Keeping Children Safe in Education', September, 2018  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/737289/Keeping\\_Children\\_Safe\\_in\\_Education\\_Sept\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf)
- ♦ Disqualification under the Childcare Act 2006 (as amended, 2018) and Childcare (Disqualification) Regulations 2009

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/736758/APPENDICES-Disqualification\\_under\\_the\\_childcare\\_act\\_statguidance\\_2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/736758/APPENDICES-Disqualification_under_the_childcare_act_statguidance_2.pdf)

- ♦ 'What To Do If You Are Worried A Child Is Being Abused', March 2015

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- Information Sharing advice for practitioners, 2018

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

- Guidance for Safer Working Practice for those working with children and young people in education settings – October 2015

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

- ♦ The South West Safeguarding and Child Protection Procedures

<http://www.swcpp.org.uk/>

- ♦ Child Protection and Online Protection Agency [www.ceop.org.uk](http://www.ceop.org.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Legislation and guidance relating to this policy:**

- School Standards and Framework Act 1998
- Children Act 1989
- Children Act 2004
- Working Together to Safeguard Children, September 2018
- Education Act 1996,
- Education Act 2002 (Section 157/175)
- Keeping Children Safe in Education, September, 2018
- Disqualification under the Childcare Act 2006 (as amended, 2018)
- Safeguarding Vulnerable Groups Act 2010
- The School Staffing (England) Regulations 2009 (as amended)
- The Education (Independent School Standards) (England) Regulations 2010(as amended)
- The Education (Non-Maintained Special Schools) (England) Regulations 2011(
- The Education (Pupil Referral Units) (Application of Enactment)(England) Regulations 2007 (as amended)
- Childcare Act 2006 (as amended, 2018)
- Childcare (Disqualification) Regulations 2009

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[wwwthinkuknow.co.uk](http://wwwthinkuknow.co.uk)

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)

[educateagainsthate.comhttp://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://educateagainsthate.comhttp://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)



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

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/368340/preventing\\_and\\_tackling\\_bullying\\_october14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811796/Teaching\\_online\\_safety\\_in\\_school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)

### **School Contacts:**

DSL: [Headteacher@stjosephscornwall.co.uk](mailto:Headteacher@stjosephscornwall.co.uk)

DDSL: [Juniorhead@stjosephscornwall.co.uk](mailto:Juniorhead@stjosephscornwall.co.uk)

Chair of Governors: Mrs Sue Rowe [chairofgovernors@stjosephscornwall.co.uk](mailto:chairofgovernors@stjosephscornwall.co.uk)

Safeguarding Governor: Mrs Susan Lewis [safeguardinggov@stjosephscornwall.co.uk](mailto:safeguardinggov@stjosephscornwall.co.uk)

### **Whole School Safeguarding Training**

#### **Roles and Responsibilities of School**

To ensure that Safeguarding Training Level 2 is provided before any member of staff (teaching or non-teaching) starts to work in school and that it is updated every 3 years with either 'Me Learning' on line or in person with a Level 3 trained in-house instructor to be compliant. Online Prevent training is also standard.

To ensure that the designated /safeguarding leads as named in this policy are trained to Level 3 (in person attending a course).

#### **Roles and Responsibilities of staff**

To undertake Safeguarding Level 2 training either in person or online as part of their employment. This will include Prevent and online safety, plus informal updates.

Staff must be aware that the 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school.

### **NEVER KEEP CONCERNS ABOUT CHILDREN'S SAFETY TO YOURSELF**

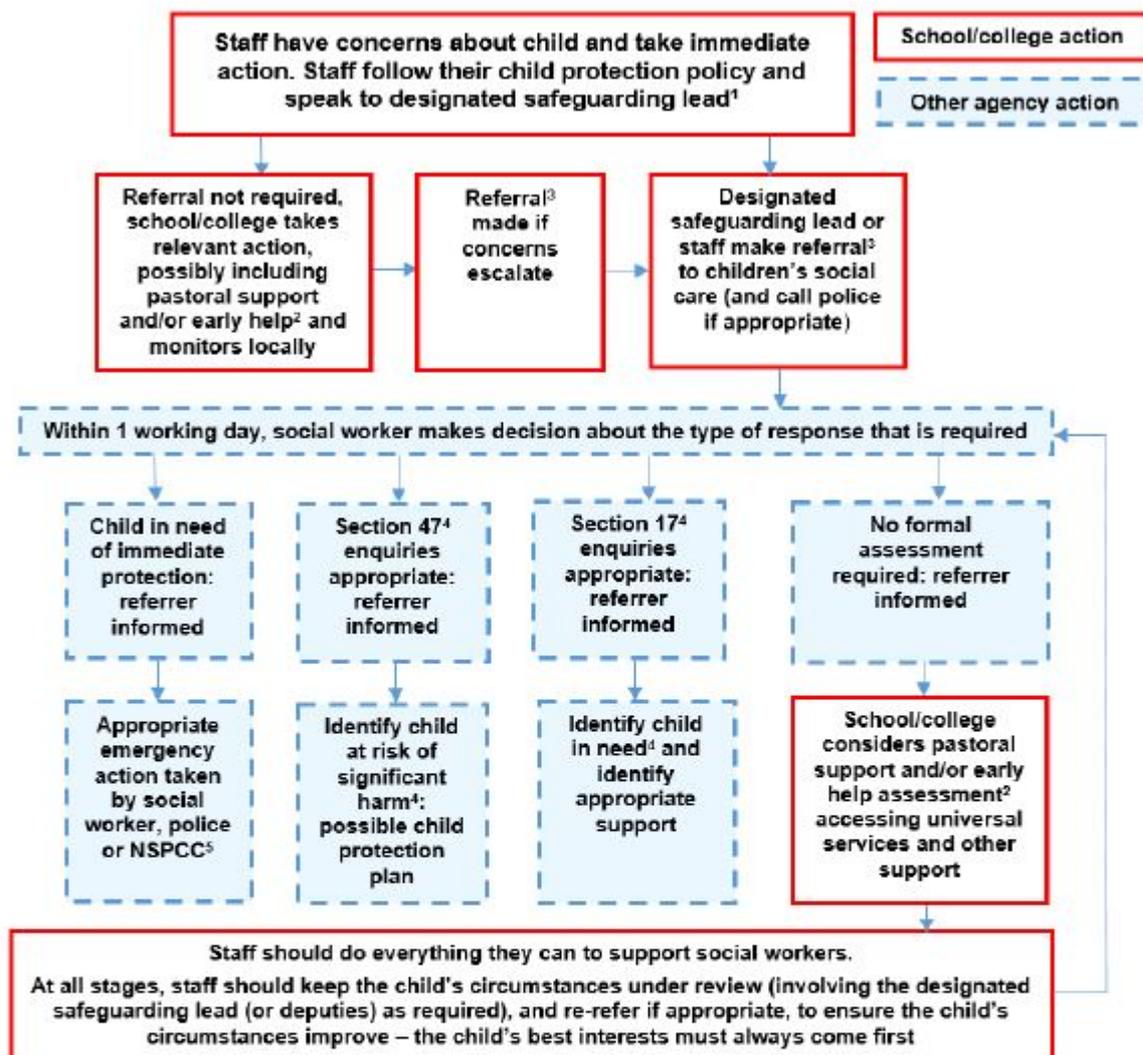


Authorised by:	Governing Body
Reviewed by:	DSL SMT
Review:	January 2020
Effective from:	January 2020
Next review:	September 2020
Method of Communication:	School website, school intranet.

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	<a href="#">What to do if you're worried a child is being abused</a>	DfE advice
	<a href="#">Domestic abuse: Various Information/Guidance</a>	Home Office
	<a href="#">Faith based abuse: National Action Plan</a>	DfE advice
	<a href="#">Relationship abuse: disrespect nobody</a>	Home Office website
Bullying	<a href="#">Preventing bullying including cyberbullying</a>	DfE advice
Children and the courts	<a href="#">Advice for 5-11-year olds witnesses in criminal courts</a>	MoJ advice
	<a href="#">Advice for 12-17 year old witnesses in criminal courts</a>	MoJ advice
Children missing from education, home or care	<a href="#">Children missing education</a>	DfE statutory guidance
	<a href="#">Child missing from home or care</a>	DfE statutory guidance
	<a href="#">Children and adults missing strategy</a>	Home Office strategy
Children with family members in prison	<a href="#">National Information Centre on Children of Offenders</a>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	<a href="#">County Lines: criminal exploitation of children and vulnerable adults</a>	Home Office guidance
	<a href="#">Child sexual exploitation: guide for practitioners</a>	DfE
	<a href="#">Trafficking: safeguarding children</a>	DfE and HO guidance
Drugs	<a href="#">Drugs: advice for schools</a>	DfE and ACPO advice
	<a href="#">Drug strategy 2017</a>	Home Office strategy
	<a href="#">Information and advice on drugs</a>	Talk to Frank website

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
"Honour Based Violence"  (so called)	<a href="#">Female genital mutilation: information and resources</a>	Home Office
	<a href="#">Female genital mutilation: multi agency statutory guidance</a>	DfE, DH, and HO statutory guidance
	<a href="#">Forced marriage: information and practice guidelines</a>	Foreign Commonwealth Office and Home Office
Health and Well-being	<a href="#">Fabricated or induced illness: safeguarding children</a>	DfE, Department for Health and Home Office
	<a href="#">Rise Above: Free PSHE resources on health, wellbeing and resilience</a>	Public Health England resources
	<a href="#">Medical-conditions: supporting pupils at school</a>	DfE statutory guidance
	<a href="#">Mental health and behaviour</a>	DfE advice
Homelessness	<a href="#">Homelessness: How local authorities should exercise their functions</a>	HCLG
Online	<a href="#">Sexting: responding to incidents and safeguarding children</a>	UK Council for Child Internet Safety
Private fostering	<a href="#">Private fostering: local authorities</a>	DfE - statutory guidance
Radicalisation	<a href="#">Prevent duty guidance</a>	Home Office guidance
	<a href="#">Prevent duty advice for schools</a>	DfE advice
	<a href="#">Educate Against Hate Website</a>	DfE and Home Office
Violence	<a href="#">Gangs and youth violence: for schools and colleges</a>	Home Office advice
	<a href="#">Ending violence against women and girls 2016-2020 strategy</a>	Home Office strategy
	<a href="#">Violence against women and girls: national statement of expectations for victims</a>	Home Office guidance
	<a href="#">Sexual violence and sexual harassment between children in schools and colleges</a>	DfE advice
	<a href="#">Serious violence strategy</a>	Home Office Strategy

## Actions where there are concerns about a child



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

<sup>2</sup> Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

<sup>4</sup> Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).