

St. Theresa's
Catholic Primary School



ST. THERESA'S CATHOLIC PRIMARY SCHOOL

Child Protection and Safeguarding Policy


"We learn together, we play together, we pray together, we grow together in the love of God"



Validation grid

Title	Child Protection and Safeguarding Policy
Author	Barbara Costa
Associate Author	
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Stake holders consulted	All staff
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Signed  Barbara Costa

Signed  Fiona Kerin

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Statement of intent

St. Theresa's Catholic Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil both inside and outside of the school premises. We take all welfare concerns seriously and encourage the children to talk to us about anything that worries them. We will always act in the best interest of the child.

Safeguarding and promoting the welfare of the children is everyone's responsibility.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable by providing a broad and balanced curriculum.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Ensuring that members of the Governing Body, the Executive Headteacher and all staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the Designated Safeguarding Lead (DSL).
- Ensuring that the Executive Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is: Barbara Costa Level 3 trained
Role: Executive Headteacher
Tel: 020 8346 8826
Email: office@sttheresas.barnetmail.net

In the absence of the DSL, child protection matters will be dealt with by others members of the safeguarding team.

Name: James Troy Level 3 trained
Role: Head of School
Tel: 020 8346 8826
Email: office@sttheresas.barnetmail.net

Name: Barbara Folan Level 3 trained
Role: Inclusion Leader
Tel: 020 8346 8826
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The nominated Child Protection and Safeguarding Lead Governor is:

Name: Jane Goring
Contact: FAO Jane Goring office@sttheresas.barnetmail.net

1. Definitions

For the purpose of this policy St. Theresa's will define "safeguarding and protecting the welfare of children" as:

- Protecting pupils from maltreatment.
- Preventing the impairment of pupils' mental and physical health or development.

- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

The terms “children” and “child” refer to anyone under the age of 18.

The term “teaching role” is defined as is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Executive Headteacher to provide such direction and supervision.

For the purposes of this policy, “**consent**” is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- Rape;
- Assault by penetration;
- Sexual assault;
- Causing someone to engage in sexual activity without consent.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments
- Sexual “jokes” and taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
 - Sharing unwanted explicit content.
 - Upskirting.
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media.
 - Sexual exploitation, coercion, and threats.

For the purposes of this policy, “**upskirting**” refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the “**consensual and non-consensual sharing of nude and semi-nude images and/or videos**”, colloquially known as “sexting”, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this

policy, “**indecent imagery**” is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

2. Legal Framework

This policy has consideration for, and is compliant with, the following legislation and statutory guidance:

Legislation

- The Children Act 1989
- The Children Act 2004
- The Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
- The Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- The United Nations Convention on the Rights of the Child

Statutory guidance

- DfE (2015) ‘The Prevent duty’
- DfE (2018) ‘Working together to safeguard children’
- DfE (2018) ‘Disqualification under the Childcare Act 2006’
- DfE (2022) ‘Keeping children safe in education’
- HM Government (2020) ‘Multi-agency statutory guidance on female genital mutilation’
- HM Government (2021) ‘Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism’
- HM Government and Foreign, Commonwealth and Development Office (2022) ‘Multi-agency practice guidelines for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of Forced Marriage’

Non-statutory guidance

- DfE (2015) ‘What to do if you’re worried a child is being abused’
- DfE (2017) ‘Child sexual exploitation’
- DfE (2018) ‘Information sharing’
- DfE (2020) ‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’
- DfE (2021) ‘Teachers’ Standards’
- DfE (2022) ‘Recruit teachers from overseas’
- Department of Health and Social Care (2022) ‘Virginity testing and hymenoplasty: multi-agency guidance’

3. Types of Abuse and Neglect

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

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

Emotional abuse: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.

Sexual abuse: A form of abuse which 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse can be perpetrated by people of any gender and age.

Neglect: A form of abuse which involves 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

4. Roles and Responsibilities

The **Governing Body** complies with its duties under the child protection and safeguarding legislation and that the school:

- Undergo (and signpost all other governors to attend) safeguarding and child protection training (including online safety) at induction to provide strategic challenge and into policy and practice, ensuring this is regularly updated.
- Ensure that all staff also receive appropriate safeguarding and child protection (including online) training at induction and that this is updated.
- Has policies and procedures that are effective and comply with the law at all times.
- Contributes to inter-agency working in line with the statutory guidance "Working Together to Safeguard Children"
- Has a Safeguarding and Child Protection policy and procedures that are consistent with the Local Authority's requirements, reviewed annually and made available to parents on request.
- Appoints a DSL and safeguarding team who are members of the senior leadership team.
- Has an explicit DSL job description.
- Has cover for the DSL all times.
- Maintains an updated Single Central Record which covers all staff, governors and volunteers as a live document.
- Has updated procedures for dealing with allegations of abuse made against members of staff including allegations made against the Executive Headteacher.
- Has an up to date Staff Code of Conduct.
- Adheres to statutory responsibilities when checking staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Has at least one person on any appointment panel who has undertaken safer recruitment training.
- Supervises volunteers appropriately.
- Has arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- Provides school badges for all members of the St. Theresa's community which are worn on all visits to the school.
- Nominates a governor to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Executive Headteacher.
- Reports to Governing Body at each meeting.
- Has effective training opportunities.
- Teaches pupils about safeguarding, including protection against dangers online, as part of providing a broad and balanced curriculum.
- Updates all staff members on safeguarding and child protection issues, such as e-bulletins, emails and staff meetings, as required, but at least annually
- Has clear systems and process in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Has due regard to relevant data protection principles that allows it to share (and withhold) personal information.
- Has procedures in place to handle allegations against members of staff or volunteers.
- Has procedures in place to make a referral to the Disclosure and Barring Service (DBS) and the Teaching Regulation Agency (TRA) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Has systems in place for pupils to express their views and give feedback.
- Has systems in place for children to confidently report abuse, knowing that their concerns will be treated seriously.

- Appoints a designated teacher to promote the educational achievement of looked after children (LAC) and ensure that this person has undergone appropriate training. The designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Has in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- Has procedures in place to handle pupils' allegations against other pupils.
- Completes to an enhanced level DBS check for all members of the Governing Body
- The TRA has been contacted to check if a proposed governor is barred as a result of being subject to a section 128 direction.
- Appoints Safeguarding Officer from the Governing Body.
- The Safeguarding Governor (with the DSL) completes an annual Safeguarding audit which is submitted by the DSL to the Local Authority.
- Ensure appropriate filters and appropriate monitoring systems are in place [but...] be careful that 'overblocking' does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding
- Ensure that staff working read at least Part one of KCSIE.

The **Executive Headteacher** has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff with the Child Protection and Safeguarding Policy, Staff Code of Conduct, Behaviour Policy, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2022 guidance at induction.
- Ensure the DSL and other members of the Safeguarding team receive updated Level 3 training every 2 years.
- Ensure all staff have read and signed confirmation that they understand: the school Child Protection and Safeguarding Policy; Part 1 and Annex A of 'KCSIE' (Sept 2022) as part of their induction.

The **DSL** has a duty to:

- Take lead responsibility for safeguarding and child protection, including online safety.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. **NB:** Individual schools, working with the DSL, define what "available" means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
 - To CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS.

- To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
 - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
 - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
 - Ensuring that the school knows which pupils have or had a social worker.
 - Understanding the academic progress and attainment of these pupils.
 - Maintaining a culture of high aspirations for these pupils.
 - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
 - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.

- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training, and update this training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

Members of the ***safeguarding team*** have a responsibility to:

- Cover for the DSL in their absence

All other staff members have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm.

Teachers, including the headteacher, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.

5. Alternative Provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

6. Child Abduction and Community Safety Incidents

For the purposes of this policy, "child abduction" is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers. All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

7. Child Criminal Exploitation

For the purpose of this policy, "child criminal exploitation" (CCE) is defined as: where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any, or all, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.

County lines

For the purposes of this policy, “**county lines**” refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owning a ‘debt bond’ to their exploiters.
- Having their bank account used to facilitate drug dealing.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

8. Child-on-Child Abuse

For the purposes of this policy, “child-on-child abuse” (previously known as peer on peer abuse) is defined as abuse between children.

All staff should be aware that children can abuse other children and that it can happen both inside and outside of school.

This can include, but is not limited to the following:

- Abuse within intimate personal relationships
- Bullying (including cyber-bullying)
- Sexual violence
- Sexual harassment
- Harmful sexual behaviour
- Causing someone to engage in sexual activity without consent
- Physical abuse and physical harm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting)
- Upskirting
- Initiation/hazing-type violence and rituals

St. Theresa’s has a zero tolerance approach to abuse.

All staff understand the importance of challenging inappropriate behaviour between peers.

Awareness

All staff will be aware that peer-on-peer abuse can be manifested in many different ways and the heightened vulnerability of pupils with SEND.

All staff will recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring.
All staff know it is important to understand intra familial harms.

Immediate response to a report

The school will follow the guidance in KCSIE 2022.

Support available if reports include online behaviour

Online concerns can be especially complicated. The school recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed.

Confidentiality

The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to MASH.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

Anonymity

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

Risk assessment

The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

Risk assessments will be recorded and kept under review in accordance with the school's Data Protection Policy.

Taking action following a disclosure

- The DSL or a deputy will decide the school's initial response, taking into consideration:
- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Managing the report

The decision of when to inform the alleged perpetrator of a report will be made on a case-by case basis. If a report is being referred to CSC or the police, the school will speak to the relevant agency to discuss informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help
- Referring to MASH
- Reporting to the police

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded.

The following situations are statutorily clear and do not allow for contrary decisions:

- a child under the age of 13 can never consent to sexual activity.
- the age of consent is 16.
- sexual intercourse without consent is rape.
- rape, assault by penetration and sexual assault are defined in law.
- creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

Managing internally

In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

Providing early help

The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Referral to MASH

If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to CSC. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSC.

The school will not wait for the outcome of an investigation before protecting the victim and other children.

Reporting to the police

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age.

Generally, this will be in parallel with a referral to MASH.

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

Bail conditions

Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

The school will work with social services and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

Where bail is deemed necessary, the school will work with social services and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

Managing delays in the criminal justice system

The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

The end of the criminal process

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted.

- If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable.
- The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

- Where an alleged perpetrator is found not guilty or a case is classed as requiring “no further action”, the school will offer support to the victim and alleged perpetrator for as long as is necessary.
- The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.
- The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

Ongoing support for the victim

Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation. The school will provide a physical space for victims to withdraw to.

Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies. Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made. If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.

If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

Ongoing support for the alleged perpetrator

When considering the support required for an alleged perpetrator, the school will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

When making a decision, advice will be taken from CSC, specialist sexual violence services and the police as appropriate.

If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file.

The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Disciplining the alleged perpetrator

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and Children's Social Services will be consulted where necessary. The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts. Disciplinary action and support can take place at the same time. The school will be clear whether action taken is disciplinary, supportive or both.

Shared classes

Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of the pupil will always come first.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented. Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

Working with parents and carers

In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis. The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

Safeguarding other children

Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.

It is likely that children will “take sides” following a report and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

9. Children Missing from Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in KCSIE (2022) the school has:

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

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

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

Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.

For further information about the school's attendance procedures, please see the Attendance Policy.

G2 Integris (School Data Management System)

Pupils are placed on the school data management system (G2 Integris) at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

The school will notify the LA within five days of when a pupil's name is added to G2 Integris.

The school will ensure that G2 Integris is kept up-to-date and accurate at all times, and will inform parents/carers when any changes occur.

Staff will monitor pupils who do not commence school on the agreed date, and will notify the LA at the earliest opportunity.

If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on G2 Integris:

- The full name of the parent/carer with whom the pupil will live

- The new address
- The date from when the pupil will live at this address

10. Child Sexual Exploitation (CSE)

For the purpose of this policy, "child sexual exploitation" is defined as: a form of sexual abuse which occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator.
- (c) Through violence or the threat of violence.

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

St. Theresa's School has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

1. Identifying cases

School staff members are aware of and look for the key indicators of CSE; these include:

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

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

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;

- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

2. Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

3. Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

11. Concerns About a Pupil and Dealing with Disclosures

Staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to the Multi Agency Safeguarding Hub (MASH) 0208 359 4066
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain to the child what has to be done next and who has to be told

The member of staff/volunteer must:

- Promptly complete the yellow Child Protection reporting and monitoring form (Appendix II) – copies of which can be found in the school office and staff room
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Record statements and observations rather than interpretations or assumptions

All information must be handed to the Designated Safeguarding Lead immediately. If not on site please hand to a member of the Designated Safeguarding Team. No copies should be retained by the member of staff or volunteer. Staff can also seek advice from the MASH team.

The DSL will then decide on the appropriate course of action.

The flowchart in Appendix III will be used.

The DSL is required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.

If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

All concerns, discussions and decisions made, as well as the reasons for those decisions, will be recorded in writing by the DSL and kept securely in a locked cabinet in the Executive Headteacher's office.

If a pupil is in immediate danger, a referral will be made to MASH and/or the police straight away. If the pupil has committed a crime, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

Support

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff at St. Theresa's School, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

12. Concerns About Staff (including supply teachers), volunteers and contractors, and Safeguarding Practices/Whistleblowing

For allegations of abuse made against staff (including supply teachers), volunteers and contractors, the school will follow guidelines outlined in ***Part 4 of Keeping Children Safe in Education 2022***. A copy of part 4 can be found in the school Staff Code of Conduct.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Executive Headteacher. The Executive Headteacher will then refer the concern to the Local Authority Designated Officer Rob Wratten Tel No: 0208 359 7899 (LADO) or deal with the matter under the staff Disciplinary Policy, dependent on the advice given by the LADO.

If the concerns are about the Executive Headteacher, then the Chair of Governors should be informed (Mrs Fiona Kerin) via the school office (office@sttheresas.barnetmail.net or 0208 346 8826).

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

If a staff member feels unable to raise a concern with the senior leaders of the school, they should access other whistleblowing channels e.g. NSPCC 0800 028 0285

The DSL will then contact the LADO immediately.

If the allegation is substantiated and the individual resigns or is dismissed, the school will refer it to the DBS. They will also consider referring the matter to the TRA for consideration for a prohibition order.

Concerns that do not meet the harm threshold

Examples of low level concern include, but are not limited to the following:

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

Expectation of staff behaviour is outlined in the Staff Code of Conduct.

Staff should feel empowered and confident to share any concerns with the DSL. The DSL will contact the LADO for advice.

All low-level concerns will be recorded in writing.

Whistleblowing

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistleblowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged

- information about any of the above has been concealed

The NSPCC runs a whistleblowing helpline on behalf of the Government, the number is 0800 028 0285.

13. Consensual and Non-Consensual Sharing of Indecent Images and Videos

The school will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual images) as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
- **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Ensure the image is, where possible, viewed by someone of the same sex as the individual depicted.
- Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
- Record how and why the decision was made to view the imagery.
- Where the incident is categorised as 'aggravated', the situation will be managed in line with the earlier section entitled "Child-on-Child". Where the incident is categorised as 'experimental', the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to children's social services. Where indecent imagery of a pupil has been shared

publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

14. Contextual Safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

15. Cyber-Crime

For the purposes of this policy, **"cyber-crime"** is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency's Cyber Choices programme.

16. Domestic Abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, **"domestic abuse"** is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected.

"Abusive behaviour" includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. **"Personally connected"** includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

17. Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life.

Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND (whether or not they have a statutory EHC plan).
- Have mental health needs.
- Are young carers.

- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing/going missing from care or from home.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or sexual or criminal exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Are at risk of being radicalised or exploited.
- Are privately fostered.
- Are at risk of 'Honour Based' abuse such as FGM or forced marriage.
- Are persistently absent from education, including persistent absence for part of the school day.
- Have family members in prison, or are affected by parental offending.
- Show early signs of abuse and/or neglect in other ways.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

The DSL will take the lead where early help is appropriate.

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

18. Extended School and Off-Site Arrangements

We will aim to protect children from abuse and our team members from false allegations by adopting the following guidelines in line with the school's Code of Conduct:

- We will keep a register of all children attending our activities
- We will keep a register of all staff /outside providers (both paid staff members and volunteers).
- Our team members will record any unusual events on our yellow concern form (Appendix II)
- Written consent from a parent or guardian will be obtained for every child attending our activities
- Staff / outside providers should not be alone in a closed room with an individual child
- Staff / outside providers may escort children to the toilet but they should not go into the toilets. They are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian, and a procedure for this has been agreed
- Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However our team members will be discouraged from this in circumstances where an adult or child are left alone
- All team members should treat all children with dignity and respect in both attitude language and actions
- All paid, volunteer staff and after school club providers understand their safeguarding responsibilities and sign the school Visitors' Briefing Document.

19. Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt

- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to”

Referrals to the Local Housing Authority do not replace referrals to MASH where a child is being harmed or at risk of harm.

20. Honour Based Abuse

So-called ‘**honour-based**’ abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

Female Genital Mutilation (FGM)

For the purpose of this policy, “**female genital mutilation**”, commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs. The practice is illegal in the UK.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with the police and social care.

Teachers are legally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil. Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from personal, social and health education (PSHE)

Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin
- A girl may confide that she is to have a ‘special procedure’ or a ceremony to ‘become a woman’
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve Children's Social Care as appropriate.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

Forced Marriage

For the purpose of this policy, a "**forced marriage**" is defined as a marriage that is 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 the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is classed as a crime in the UK.

As part of HBV, staff will be alert to the signs of forced marriage, including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed.

21. Management of Pupils with a Child Protection Plan

If the child has a Child Protection Plan, the DSL is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences when possible. If not, a member of the Safeguarding Team will attend.

Information will be shared with staff on a need to know basis but key personnel working with a child should have sufficient information to support them in their work with that child.

If a child with a Child Protection Plan has an unexplained absence from school for two or more consecutive days, the Safeguarding Team will inform the Social Worker.

22. Managing Referrals

The reporting and referral process outlined in Appendix III will be followed accordingly. All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to children's services other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so. The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. **Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.**

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by social services.

Where social services decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm.

Where social services decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.

Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.

The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

23. Mental Health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional.

Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

24. Modern Slavery

For the purposes of this policy, "**modern slavery**" encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

25. Multi-Agency working

The school contributes to inter-agency working as part of its statutory duty.

The school will be fully engaged, involved and included in the local safeguarding arrangements.

The school will work with children's Social Services, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for social services from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.

The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

26. Online Safety (please also see the school's Online Safety and Data Protection Policy)

As stated in our staff handbook, Staff Code of Conduct and Online Safety and Data Protection Policy, mobile phones and personally-owned devices will not be used in any way during lessons or formal school time. They should be on silent and kept in a bag/cupboard at all times whilst in the presence of children.

- Mobile Phones/Personal cameras/Personal iPads or tablets must never be used to take pictures, images or video of pupils
- Parents are requested to sign a permission slip allowing the school to take appropriate images of children and display them in the school and website. This is done on admission.

St. Theresa's will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's Online Safety and Data Protection Policy.

Where pupils need to learn online from home, the school will support them, and parents, to do so safely in line with government guidance.

27. Preventing Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately.

The school will ensure that they engage with parents/carers and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

Any concerns over radicalisation will be discussed with a child's parents/carers, unless the school has reason to believe that the child would be placed at risk as a result.

Training

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

In cases where the school believes a pupil is potentially at serious risk of being radicalised, the Executive Headteacher or DSL will contact the Channel programme. The DSL will also support any staff making referrals to the Channel programme.

Extremist speakers

Speakers who may promote extremist views will not be permitted to use the school premises.

Building children's resilience

St. Theresa's will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.
- Participate in the Barnet Resilience Programme.

Resources

St. Theresa's will utilise the following resources:

- The LA's Prevent Education Officer (Liam Foote Liam.foote@barnet.gov.uk 020 8359 4997)
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The [Educate Against Hate](https://educateagainsthate.com/) website <https://educateagainsthate.com/>

28. Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

29. Pupils Potentially at Greater Risk of Harm

The school recognises that some groups of pupils can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

Looked After and Previously Looked After children (LAC and PLAC)

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

Pupils with SEND

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

At St. Theresa's we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- Creating Behaviour Plans
- Pastoral Support and SEND meetings with the child's parents
- Regular meetings between the SENCo and the TAs
- A whole school approach and awareness

LGBTQ+ Pupils

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

30. Pupils Required to Give Evidence in Court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

31. Pupils with Family Members in Prison

Pupils with a family member in prison will be offered pastoral support as necessary.

Pupils will receive a copy of 'Are you a young person with a family member in prison' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

32. Safer Recruitment and Staff Suitability

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

Recruitment and Appointment of Workers and Volunteers

In recruiting and appointing workers we will be responsible for following Barnet HR Service, Recruitment and selection guide for schools.

When recruiting, the school will:

- Identify the tasks and responsibilities involved and the type of person most suitable for the job
- Draw up the selection criteria and put together a list of essential and desirable qualifications, skills and experience
- Request applicants to apply in writing – completing the CES application forms
- Measure the application against the selection criteria
- Ensure all applicants sign a declaration stating that there is no reason why they should be considered unsuitable to work with children. The Rehabilitation of Offenders Act (1974) requires that people applying for positions which give them “substantial, unsupervised access on a sustained or regular basis” to children under the age of 18 must declare all previous convictions which are then subject to police checks. They can then only be offered a job subject to a successful police check. This includes potential employees, volunteers and self-employed people such as sports coaches. They are also required to declare any pending case against them. All information will be dealt with confidentially and will not be used against them unfairly
- Always interview our candidates for a job
- Have at least two people from our organisation on the interview panel one of whom must have successfully completed safer recruitment training
- Ask for photographic evidence to confirm the identity of the applicant e.g. their passport & proof of address
- Request to see documentation of any qualifications detailed by the applicant
- Request 2 written references on all short-listed candidates, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily; references will be completed using the school pro-forma
- Obtain and scrutinise references from referees, with all concerns satisfactorily resolved prior to confirmation of employment
- Consider information about past disciplinary action or allegations carefully when assessing an applicant’s suitability for a post
- Follow up references with a phone call if necessary
- Verify a candidate’s identity
- Obtain a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State using the TRA Teacher Employer Access System
- Check the person’s right to work in the UK
- Making any further checks that the school considers appropriate if the person has lived or worked outside the UK; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed
- Check professional experience and qualifications as appropriate

A copy of the other documents used to verify the successful candidate’s identity, right to work and required qualifications will be kept for the personnel file.

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification)

and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to declare if they are disqualified from working in a schooling environment.

A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

If the Executive Headteacher allows an individual to start work in regulated activity before the DBS certificate is available, then they should ensure that the individual never works alone and is appropriately supervised by a member of staff with who has the required clearance. The individual at this stage must have all the other checks listed above, including a completed separate barred list check.

The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

Volunteers

No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.

An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.

Unless there is cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.

Contractors

The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.

Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

Governors

All governors will have an enhanced DBS check.

33. Serious Violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance

- Signs of self-harm
- A significant change in well-being
- Signs of assault
- Unexplained injuries
- Unexplained gifts or possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These include, but are not limited to:

- Being male
- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Truancy
- Having experienced child maltreatment
- Having been permanently excluded from school

34. Single Central Record (SCR)

The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school and those who work in regular contact with children including volunteers and governors.

Maintaining and updating the SCR is the responsibility of the School Secretary and is monitored by the Executive Headteacher and the Safeguarding Governor termly as part of the annual Safeguarding Audit.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

For supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

For individuals who have lived or worked outside the UK, the school will consider the following making further checks which could include:

- Criminal records for overseas applicants
- Obtaining a letter (via the applicant) from the professional regulating authority in the country in which the applicant has worked confirming that they have no imposed sanction or restriction and or that they are aware of any reason why they may be e to teach.

Where this information is not available, the school will undertake a risk assessment that supports informed decision making.

35. Teaching about Safeguarding

A preventative approach

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment
- Consent and the withdrawal of consent

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

36. Training

The DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up with any developments relevant to their role.

The DSL will also undergo regular Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty, and equip them with the knowledge needed to advise staff.

Members of the Safeguarding Team will also undergo the same training as the DSL and, therefore, will be trained to the same standard, though ultimately, the DSL will lead safeguarding practices at the school.

All new staff will receive safeguarding training as part of their induction within the first 5 days of starting at St. Theresa's School. Induction will include; the Child Protection Policy, the Behaviour Policy, the Staff Code of Conduct, the safeguarding response to children who go missing from education and the role of the DSL.

All staff members will receive regular safeguarding and child protection updates as required, but at least annually.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

Online training will also be conducted for all staff members as part of the overall safeguarding approach.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

37. Visitor and School Security

Visitors

- All visitors must sign in and wear a visitor's badge.
- All visitors are asked to read and comply with the Visitors Briefing Document (Appendix I).
- Visitors are buzzed in using the release button in the office.
- If the individual is a weekly visitor, they are allowed to carry out their work independently as long as they have provided the office with their cleared DBS and relevant details.
- They will then be issued with a St. Theresa's School visitor's badge which they must wear on the premises at all times. Visitors are requested to return their badge to the school office when they sign out.
- All visitors are made aware of the responsibilities of staff members with regard to child protection procedures (newsletter, posters around the school).

School Entrance Codes

Only staff are permitted to know and use the code for the doors. Under no circumstances are they permitted to give the codes to anyone else.

The Executive Headteacher will provide the code to new members of staff on their first working day. The code to the outside doors will be changed every six months to ensure its confidentiality.

38. Work Experience Students

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

Appendix I



St. Theresa's School Primary School

Safeguarding Children

Visitors Briefing Document for parents, volunteers, governors, supply staff, contractors

Safeguarding and Child Protection is extremely important to all schools' staff and pupils. All visitors are required to comply with the guidelines set out in this briefing document.

As a visitor to the school please adhere to the following procedures:

- Sign in at the main reception and sign out when you are leaving
- Ensure your visitor badge is clearly displayed at all times whilst you are in the school
- Ensure you are accompanied by a member of staff (unless otherwise advised)
- All visitors that are working on the site must report to the main reception and arrange for their identity to be checked before they start work *or* accompanied by a member of staff at all times.

Confidentiality

We expect all adults volunteering in the school, in classes, or on trips to ensure that information pertaining to any child in this school is kept private and confidential; it should not be shared with other parents.

What to do if you have a safeguarding or child protection concern:

In the event that you are concerned about the protection or safeguarding of a child please contact the Designated Safeguarding Officer: Barbara Costa (Executive Headteacher)

Or a member of the safeguarding team: James Troy (Head of School) and Barbara Folan (Inclusion Leader)

Or the Barnet Multi-Agency Safeguarding Hub **020 8359 4066**

Individual Responsibilities

All persons should be aware of issues related to the protection of children. Remember that someone else might misinterpret your actions, no matter how well intentioned.

You should:

1. Dress appropriately
2. Treat all persons with respect
3. Use the school ICT equipment (if applicable) for school purposes only

You must not:

- Have inappropriate physical or verbal contact with pupils
- Use the pupils' toilets
- Ignore concerns if you hear them raised by a child
- Smoke on the premises
- Use your mobile phone to take calls, text message or take photos of the children when you are working directly with children
- Leave your mobile phone on display when not in use
- Directly work (unsupervised) with children unless you have completed a DBS check through the school

Fire Escape Instruction and other Health and Safety Issues

- i. Familiarise yourself with the fire escape signs and instructions displayed around the school. If the fire alarm sounds, follow the fire escape signs.
- ii. Please be on the lookout for safety notices and instructions around the school.
- iii. Visitors such as electricians, builders etc. should liaise with the school site manager.

I have read and understood this briefing document. I agree to adhere to the guidelines.

Signed

Name (print name) Date

The following policies can be found on the staffroom notice board or requested from the school office; Child Protection and Safeguarding, Staff Code of Conduct, Whistleblowing Policy. For the school's procedure in dealing with allegations against staff please use the following link (Part 4)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf



ST.THERESA'S SCHOOL CHILD PROTECTION REPORTING AND MONITORING FORM

Refer to the St. Theresa's Child Protection and Safeguarding Policy if necessary to remind yourself about what is expected.

Please complete this form whenever you feel that there is a child protection issue. When you have completed the form please hand the completed form to the Designated Safeguarding Officer (Barbara Costa) or a member of the Safeguarding Team (James Troy and Barbara Folan). Thank you.

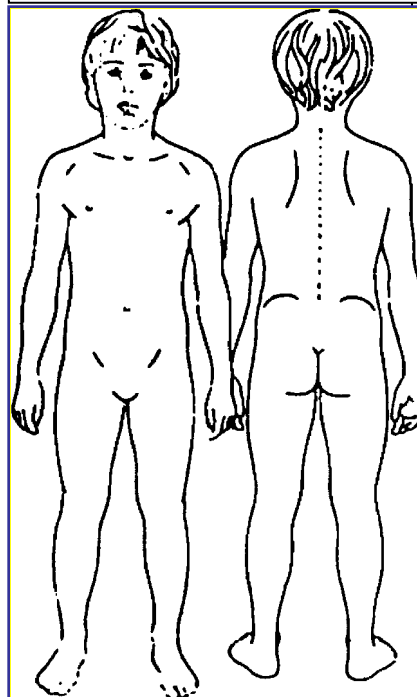
FULL NAME OF CHILD: _____

YEAR GROUP _____ **MALE/FEMALE** _____

TIME & DATE YOU BECAME CONCERNED: _____

CAUSE FOR/OF CONCERN Write a description of what has caused you to be concerned. Include all **timings** related to the reported concern and please record facts only.

Indicate area of injury, if appropriate.



Please attach an extra sheet if more space is needed.

Action Taken What will you do with this information? What have you told the child you will do?

**WE ARE ALL LEGALLY BOUND TO IMMEDIATELY REPORT ANY CAUSE FOR CONCERN
DETAIL(S) RELEVANT TO THE WELLBEING OF ANY CHILD IN OUR CARE IN OUR**

SCHOOL. NEVER LEAVE SCHOOL WITHOUT PASSING YOUR CONCERNS ON TO THE CORRECT ADULT. THANK YOU. *Please note: We may or may not be in a position to tell you the outcomes of what you have recorded. Please appreciate that some information is on a 'need to know basis'.*

TIME you completed the form: _____

DATE you completed the form: _____

YOUR NAME: _____

Now hand the completed sheets to:

1. **Designated Safeguarding Officer:** Barbara Costa (2022-2023)

2. **Safeguarding Team:** James Troy and Barbara Folan (2022-2023)

(The completed sheet is private and confidential form and must not be left visible to others or left lying around. Thank you)

The receiving adult must: Record the date and time when received and sign below.

DATE: _____ TIME: _____

Signature _____

What action will take place now?

Appendix III

ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD

