



St Faith's School Policies

Safeguarding Children Policy

September 2023



INTRODUCTION

This policy applies to the whole school, including the EYFS.

1. St Faith's fully recognises the responsibility it has under Section 175 of the Education Act 2002 (as amended) and the Education (Independent School Standards) Regulations 2014, to have arrangements in place to safeguard and promote the welfare of children. In order to safeguard children at St Faith's, this work is undertaken using the following documents:
 - 'Keeping Children Safe in Education' (September 2023). (All staff must be made aware of their duties and responsibilities under Part One of this document. Staff should read the above document together with 'Annex B' of 'Keeping Children Safe in Education', 2023).
 - 'Working Together to Safeguard Children' (July 2018).
 - 'The Prevent Duty: Departmental advice for schools and childminders' (June 2015).

Further information and guidance we use is found in Appendix 8.

2. Through their day-to-day contact with pupils and direct work with families all staff in school have a responsibility to:
 - listen to children and identify concerns early to prevent them from escalating
 - provide a safe environment in which children can learn
 - identify children who may benefit from early help
 - know what to do if a child tells them he/she is being abused or neglected
 - follow the referral process if they have a concern
3. This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. It is consistent with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board (SCPB) procedures. It is made available publicly on the St Faith's website.
4. There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.

PROCEDURES for identifying and referring cases, or suspected cases, of abuse or exploitation.

SUPPORTING CHILDREN particularly those who may have been abused or witnessed violence towards others.

PREVENTING unsuitable people working with children.

5. Our policy applies to all paid staff and volunteers working in the school, including governors. Teaching assistants, peripatetic music teachers and office staff as well as teachers can be the first point of disclosure for a child. Concerned parents or other adults may also contact the school and its governors.
6. Safeguarding arrangements at St Faith's are the responsibility of the Safeguarding Committee which meets at least once a term and at other times as required. Its members are:

Dr Crispin Hyde-Dunn	Headmaster - Safeguarding Meeting Chair chydedunn@stfaiths.co.uk
Mr Mike Critchley	Director of Pastoral Care - Designated Safeguarding Lead (DSL), Prevent Lead, E-Safety Coordinator mcritchley@stfaiths.co.uk
Mrs Louise Wakefield	Head of Pre Prep - Deputy Designated Safeguarding Lead (DDSL), EYFS Lead lwakefield@stfaiths.co.uk
Mr Ed Johnson	Head of Bentley House – Deputy Designated Safeguarding Lead (DDSL), Domestic Violence Lead ejohnson@stfaiths.co.uk
Mrs Wendy Challen	Governor with responsibility for safeguarding

7. The School's Designated Child Protection Officers are:
Mr Mike Critchley - Director of Pastoral Care - Designated Safeguarding Lead
Mr Ed Johnson - Head of Bentley House - Deputy Designated Safeguarding Lead
Mrs Louise Wakefield - Head of Pre Prep - Deputy Designated Safeguarding Lead

They have been trained under the two-day child protection training course, accredited by the Safeguarding Children Partnership Board and updated every two years. Mrs Wendy Challen has undertaken a one-day Governors' Training Course.

8. Prevention

We recognise that high self-esteem, confidence, supportive friendships and good lines of communication with a trusted adult, help to protect children. The school will therefore:

- establish and maintain an environment where children feel safe, including in a digital context, where they can talk about their concerns and problems and be listened to;
- ensure children know that there are trusted adults in the school whom they can approach if they are worried or in difficulty, and their concerns will be taken seriously and acted upon as appropriate;
- tailor our curriculum appropriately so that it meets the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

- incorporate into the curriculum, activities and opportunities that provide children with the skills they need to stay safer from abuse and exploitation in all contexts and develop their understanding of stereotyping, prejudice and equality.
- ensure that all school staff challenge instances of prejudice related behaviour, including but not limited to, instances of sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Any prejudice related incidents will be responded to in accordance with our Anti-bullying policy.

9. Procedures

We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Board 'Multi-Agency Procedures'. A copy of these procedures can be found on their website.

[Multi-Agency Policies and Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk)

The School will:

- appoint a senior member of staff, from the Senior Management Team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Leads, DDSLs), the lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.
- ensure that the role of DSL and DDSL is explicit in the role holder's job description (as outlined in Keeping Children Safe in Education, 2023 Annex C).
- ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, 2023, Annex C).
- ensure that the DSL and deputies have undertaken the two-day training provided by the Education Safeguarding Team and that this training is updated at least every two years.
- ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via updates, meetings or additional training at least annually.
- ensure that every member of staff and the governing body knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the point of induction. (See Appendix 1 of this policy for details of these procedures).
- ensure that the DSL or a DDSL is available either in person or via a phone conversation (during school hours, during term-time) to discuss any safeguarding concerns.
- ensure that all staff are clear upon the course of action they must take if in exceptional circumstances a DSL/DDSLs is not available. (For contingency arrangements in the event that a DSL/DDSL is not available see Appendix 1).
- liaise with the three safeguarding partners (Local Authority, Integrated Care Board and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.
- nominate a governor for safeguarding and child protection who has undertaken appropriate training.
- ensure all staff members undergo safeguarding and child protection training at induction.
- ensure all staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, at induction. The training should be regularly updated, as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

- ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies, including low level concerns and allegations against staff.
- ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the Parent Handbook.
- ensure that this policy is available publicly on the school website.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and the Senior Management Team.

10. Role of School Staff and Governors

The School will ensure that every member of staff and governor knows:

- the name of the Designated Safeguarding Lead/Deputy Designated Safeguarding Leads and their roles
- how to identify the signs of abuse and neglect, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online
- how to pass on and record concerns about a pupil
- that children 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
- that they have an individual responsibility to be alert to the signs and indicators of abuse and exploitation; and for referring safeguarding concerns to the DSL/DDSLs
- that they have a responsibility to provide a safe environment in which children can learn
- where to find the Multi-Agency Procedures on the Safeguarding Children Partnership Board website
- their role in the early help process
- the process for making referrals to children's social care
- the safeguarding response to children who are absent from education, particularly on repeat occasions and/or for prolonged periods
- the role of filtering and monitoring and the process for reporting issues

11. Training

Basic child protection training, led by Cambridgeshire Education Safeguarding Team, takes place every three years; in addition, the school provides regular in-house safeguarding and child protection training, so that all staff and volunteers from the point of their induction, have the skills to identify and report cases, or suspected cases, of abuse. This training is updated at least annually to ensure that staff are confident about:

- the school's statutory responsibility
- their personal responsibility
- the school's policies and procedures
- the need to be alert to the signs and indicators of possible abuse, including child sexual exploitation, female genital mutilation and radicalisation
- the need to record concerns
- how to support and respond to a child who tells of abuse

The staff are required to read these documents and agree to work to their guidance and standards:

- St Faith's School 'Safeguarding Children Policy'

- 'Keeping Children Safe in Education Part 1, including 'Annex B' (September 2023)
- The Safer Recruitment Consortium's 'Guidance for safer working practice for those working with children and young people in education settings' (February 2022)). This guidance is particularly important for safeguarding arrangements where teaching staff are involved in close one-to-one teaching e.g. in individual music teaching and sports coaching.

Teaching and support staff are Prevent trained and the DSL has taken a Prevent refresher awareness course.

The Director of Music and the Catering Manager have completed the two-day DSL training course so that they can lead basic child protection and safeguarding training sessions, induction training and regular safeguarding updates.

12. Induction

New staff attend a safeguarding talk from the DSL and complete online Prevent training. The induction pack which new staff are required to read and follow includes:

- 'KCSIE' Part 1, including 'Annex B' (September 2023)
- 'Guidance for safer working practice for those working with children and young people in education settings' (February 2022)
- St Faith's 'Safeguarding Children Policy'
- St Faith's 'Pastoral, Behaviour and Discipline Policy'
- The Leys & St Faith's Schools 'Foundation Whistle-blowing Policy & Procedure'
- St Faith's 'Teaching Staff Handbook' (including the Code of Conduct, which contains guidance to staff on acceptable use of IT, staff/pupil relationships and communications, including use of social media).

- 13.** The school will ensure that all paid staff and volunteers, recognise their duty and feel able to raise concerns about poor or unsafe adult practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with Whistleblowing for Child Protection - Guidance (see Appendix 6).

- 14.** The school will ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the Parents' Handbook and school website. The school's Safeguarding Children Policy is available publicly via the school website.

15. Liaison with Other Agencies

The school will:

- work to develop effective links with relevant services to promote the safety and welfare of all pupils;
- co-operate, as required in 'Working Together to Safeguard Children' (July 2018), with key agencies in their enquiries regarding child protection matters, including attendance, and providing written reports at child protection conferences and core groups.
- notify the relevant Social Care Team immediately if:
 - the School should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan.
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan

- transfer information to the new school immediately if a pupil who is subject to a Child Protection Plan leaves. Ensure that the Child Protection Chair and Social Care Team are also informed.

16. Record Keeping

The school will:

- keep clear, detailed and accurate written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately.
- ensure that all concerns, discussions and decisions made, and the reasons for those decisions, are recorded in writing.
- make sure that records include:
 - a clear and comprehensive summary of the concern;
 - the child's wishes and feelings;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome;
 - a record of any discussion/communication with parents and/or other agencies
- ensure electronic records are stored on MyConcern, a purpose-built, secure platform. These will be audited at least termly.
- ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools, within five days, in accordance with 'Keeping Children Safe in Education' (September 2023). The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.
- make parents aware that such records exist except where to do so would place the child at risk of harm.
- ensure that all actions and decisions are led by what is considered to be in the best interests of the child.

17. Confidentiality and Information Sharing

Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.

The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school will:

- ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).
- ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headmaster.
- ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputy Designated Safeguarding Leads will:

- disclose information about a pupil to other members of staff on a 'need to know' basis, considering what is necessary, proportionate and relevant. Parental consent may be required.
- aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent Where to do so might place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime.
- record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)
- withhold providing the data in cases where the 'serious harm test' is met, in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt, independent legal advice should be sought.
- seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

18. Communication with Parents/Carers

The school will:

- ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the Parents' Handbook and on the school website.
- undertake appropriate discussion with parents/carers prior to the involvement of another agency, unless the circumstances preclude this action.
- discuss with Children's Social Care if the school believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime.
- Record in MyConcern any discussion that has taken place with parents, or if a decision has been made not to discuss the matter with parents. For example, if the school believes that notifying parents could place the child or another person at immediate risk of harm, or prevent the detection of a crime, the rationale must be recorded. Records may subsequently be disclosed to relevant partner agencies if Child Protection proceedings commence.

19. Supporting children

St Faith's recognises that any child may be subject to abuse and neglect and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. This will have an adverse impact on children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

The school will support all children by:

- promoting educational outcomes and sharing information about the welfare, safeguarding and child protection issues that children (including children with a social worker) are experiencing/have experienced with teaching staff and SMT.

- liaising with the DSL/DDSLs where safeguarding concerns are linked to mental health in school, for advice on case management.
- providing curricular opportunities to encourage self-esteem and self-motivation.
- creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- applying the school's behaviour policy effectively and liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Emotional Health and Wellbeing Service, Cambridgeshire Sexual Behaviour Service or Early Help (Targeted Support) Teams.
- promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- recognising that any child may benefit from early help. Staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. See page 7 of Keeping Children Safe in Education 2023 for the complete list. The list includes:

YOUNG CARERS The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

St Faith's will:

- seek to identify young carers
- offer additional support internally
- signpost to external agencies
- be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

CHILDREN WITH DISABILITIES, CERTAIN HEALTH CONDITIONS, ADDITIONAL NEEDS OR SPECIAL EDUCATIONAL NEEDS.

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse. The school has some pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem. Whilst any child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children with disabilities, additional needs or SEND. Under the Equality Act, there is a duty make reasonable adjustments for disabled children and young people.

CHILDREN WHO HAVE FAMILY MEMBERS IN PRISON

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis. The school will work with the family, specialist organisations and the child to minimise the risk of the child not achieving their full potential.

PRIVATELY FOSTERED CHILDREN

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more. The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the

Specialist Fostering Team.

CHILDREN WHO HAVE RETURNED HOME TO THEIR FAMILY FROM CARE

St Faith's recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Multi - Agency Procedures.'

20. Child-on Child Abuse

Child-on-child abuse can manifest itself in many ways. It can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting (part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals.

A case of child-on-abuse would be considered to be a safeguarding matter where there is 'reasonable cause to suspect that a child is suffering or likely to suffer significant harm.'

All forms of child-on-child abuse are unacceptable and will be taken seriously. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. The school will therefore:

- create a whole school protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated.
- provide training for staff about recognising and responding to child-on-child abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- ensure that staff do not dismiss instances of child-on-child abuse, including sexual violence and sexual harassment, as an inevitable part of growing up or as 'banter' or 'having a laugh'.
- include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- provide Relationship and Sex Education (RSE) which includes teaching about consent.
- ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse, referring any concerns of child-on-child abuse to the Designated Safeguarding Lead (or deputy) in line with safeguarding reporting procedures.
- ensure that staff are aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. St Faith's will ensure that these children have a trusted adult in school to talk to.
- always consider the welfare of both the victim(s) and perpetrator(s) in these situations. See the Anti-Bullying & the Pastoral, Behaviour and Discipline Policy for further information on record keeping and sanctions.
- Recognise the risk of intra familial harms and provide support to siblings following incidents when necessary

22. Sexual Violence and Sexual Harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur wholly online, concurrently online and offline, or technology may be used to facilitate offline abuse. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will, in all likelihood, find the experience stressful and distressing. This may adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and face to face (both physically and verbally) and are never acceptable.

The school will:

- make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.
- provide training for staff on how to manage a report of sexual violence or sexual harassment.
- make decisions on a case-by-case basis.
- reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- ensure the Designated Safeguarding Lead refers to the Safeguarding Children Partnership Board's [Child-Sexual-Behaviour-Assessment-Tool.pdf \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk/Child-Sexual-Behaviour-Assessment-Tool.pdf) if there is a concern that a young person may be displaying sexually harmful behaviours.
- liaise closely with external agencies, including police and social care, when required.
- refer to 'Keeping Children Safe in Education - Part Five' (September 2023), for full details of procedures to be followed in such cases.

23. Sharing of nudes and semi-nudes

This information should be used in conjunction with the Government guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (December 2020)

Sharing of nudes and semi-nudes involves the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. Professionals may also refer to nudes and semi-nudes as 'Youth produced sexual imagery', 'indecent imagery' or 'sexting'.

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18. It is an offence to possess, distribute, show and make indecent images of children. A child is classified as anyone under the age of 18.

All incidents involving sharing of nudes or semi-nudes should be responded to in line with the School's Safeguarding Children Policy.

If an incident involving sharing of nudes or semi-nudes comes to the School's attention:

- the incident should be referred to the DSL as soon as possible
- the DSL should hold an initial review meeting with appropriate school staff
- there should be subsequent interviews with the young people involved (if appropriate)

- parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- at any point in the process if there is a concern a young person has been harmed or is at risk of harm, a referral should be made to children's social care and/or the police immediately

Disclosure

Disclosures about sharing of nudes and semi-nudes can happen in a variety of ways. The pupil affected may inform a Tutor, the DSL, or any member of the School staff. They may report through an existing reporting structure, or a friend or parent may inform someone in school or inform the police directly.

Any direct disclosure by a young person must be taken very seriously. A young person who discloses that they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort, and they may have already tried to resolve the issue themselves.

In the event of a disclosure about sharing of nudes and semi-nudes, staff should speak to the DSL or a DDSL and complete a MyConcern entry.

The DSL/DDSL, should establish the following:

whether there is an immediate risk to a young person or young people
 if a referral should be made to the police and/or children's social care
 if it is necessary to view the imagery in order to safeguard the young person – **in most cases, imagery should not be viewed**
 what further information is required to decide on the best response
 whether the imagery has been shared widely and via what services and/or platforms
 whether immediate action should be taken to delete or remove images from devices or online services
 any relevant facts about the young people involved which would influence risk assessment
 if there is a need to contact another school, college, setting or individual
 whether to contact parents or carers of the pupils involved - in most cases parents should be involved

An immediate referral to police and/or children's social care should be made if at this initial stage:

the incident involves an adult
 there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
 what you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
 the imagery involves sexual acts and any pupil in the imagery is under 13
 the pupil is at immediate risk of harm owing to the sharing of the imagery, for example, they are presenting as suicidal or self-harming

If none of the above apply, then the DSL, with input from the Headmaster, may decide to respond to the incident without involving the police or children's social care. The decision should be in line with the school's safeguarding procedures and should be based on consideration of the best interests of the child/children involved. The decision should be reviewed throughout the process of responding to the incident.

The decision to respond to the incident without involving the police or children's social care would be made in cases where the DSL is confident that the school has enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework. A decision can always be made to escalate the incident at any time if further information is disclosed at a later date.

24. Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances, or reported evidence of their substance misuse, is not necessarily sufficient in itself to initiate child protection proceedings, but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- where the misuse is suspected of being linked to parent/carer substance misuse;
- where the misuse indicates an urgent health or safeguarding concern;
- where the child is perceived to be at risk of harm through any substance associated criminality.

25. Children Living with Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence. Further enquiries and or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- use of the family resources to finance the parent's dependency, characterised by inadequate food, heating and clothing for the child;
- a child exposed to unsuitable caregivers or visitors, e.g. customers or dealers;
- the effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour;
- chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance;
- disturbed moods as a result of withdrawal symptoms or dependency;
- unsafe storage of drugs and/or alcohol or injecting equipment;
- drugs and/or alcohol having an adverse impact on the growth and development of an unborn child.

26. Children Living with Domestic Abuse

The Domestic Abuse Act 2021 applies to those aged 16 or over and introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.

St Faith's recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

At St Faith's we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic incidents to which police have been called where one of our pupils has been present, with the Designated Safeguarding Lead

On receipt of any information, the DSL will decide on the appropriate support the child may require. The Operation Encompass information is stored in the child's MyConcern file. All information sharing and resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings'.

27. Children showing signs of Abuse and/or Neglect

St Faith's recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

St Faith's will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy.

28. Children at risk of 'Honour- Based' Violence including Female Genital Mutilation

So called 'honour-based' abuse (HBA) encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

Advice and support can be sought from The NSPCC FGM helpline – 0800 028 3550.

29. Children at Risk of Child Sexual Exploitation (CSE)

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

CSE can be a one-off occurrence or a series of incidents over time. It can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's [Exploitation Risk Assessment and Management Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk) and refer to Social Care if there is a concern that a young person may be at risk of CSE.

30. Children at risk of criminal exploitation

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity.

Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. The School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's [Exploitation Risk Assessment and Management Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk) and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and/or trafficking.

31. Children frequently absent from education

St Faith's recognises that children who are repeatedly absent from education, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors and follows up on the attendance of individual pupils closely, and analyses patterns of absence to aid early identification of concerning patterns of absence.

St Faith's has an admission register and an attendance register which all pupils are placed on in accordance with the law.

At St Faith's, parents are required to seek permission in writing for leave of absence prior to the event. These requests are then considered and authorised or declined by the Deputy Head.

If a child is absent through illness, parents are required to telephone the school before 08:30 on each day of absence, giving details. Where a child is absent without explanation, contact will be made with the family by a member of the Office team. Tutors monitor children's attendance and any concerns regarding prolonged absence or patterns of absence are followed up.

The School will make contact with parents if a child has failed to arrive at school without explanation on their first day. If attendance falls below 80-85% and some attendance is unauthorised, the family will be contacted to discuss the reasons for absence. If there are safeguarding concerns, consideration will be given to contacting an EWO (Education Welfare Officer) or asking the police to undertake checks.

The School will notify Children's Social Care (CSC) if a child who is subject to a Child Protection (CP) plan is absent from education or there have been ongoing concerns.

Non-standard transitions

Whenever a child leaves St Faith's before completing the final year or joins the School after the start of the first year, the School is required to:

- a. Inform Cambridgeshire County Council when a pupil is about to be deleted from the admissions register under any of the fifteen grounds (Regulation 8 of the 2006

Regulations);

- b. Record details of the pupil's residence, the name of the person with whom they will reside and the name of the destination school (where we can reasonably obtain this information);
- c. Inform Cambridgeshire County Council of the pupil's destination school and home address if the pupil is moving to a new school;
- d. The School understands the importance of working collaboratively with Cambridgeshire County Council in making reasonable enquiries to locate pupils who fail to return 10 days after an agreed authorised leave of absence or 20 days without authorisation.

Deleting a pupil from the school roll

If the School is aware of the pupil's destination and have confirmation of the new educational placement and that the pupil has started at the new provision, the School is required to complete the 'Deletion from school register - Destination Confirmed Form (Independent Schools)' and send to CME@cambridgeshire.gov.uk

In all other cases where the School is unaware of a pupil's destination and/or the pupil and family's whereabouts (including those pupils who fail to transfer to statutory education from nursery school) then a referral should be made to the Local Authority for Education Welfare Intervention, after the school has made initial investigation to the pupil's whereabouts. The 'CME Request for LA EWO Intervention Form (Independent Schools)' should be completed and sent to CME@cambridgeshire.gov.uk

When a parent elects to home educate, the School, not the parent, has a legal duty to notify the Local Authority. The 'EHE School Deregistration Form' should be completed and sent, along with a copy of the signed parent letter, to the Elective Home Education Office at ElectiveHome.Education@cambridgeshire.gov.uk.

Registering a new pupil

The School is required to inform Cambridgeshire County Council when registering new pupils within five days, including the pupil's address and previous school (where this information can be reasonably obtained).

At St Faith's we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to pupils who have gone missing through the Operation Encompass scheme. Cambridgeshire's Education Safeguarding Team will share police information of missing child episodes with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

32. Children at Risk of Radicalisation

St Faith's recognises that some children are susceptible to extremist ideology and radicalisation and that protecting children from this risk forms part of the school's safeguarding approach.

The governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers whether invited by staff or pupils, are suitable and appropriately supervised. The protocols at St Faiths are as follows:

- a. All visiting speakers to have a nominated point of contact at the school (the Organiser);
- b. Requesting the visiting speaker to complete the 'Visiting Speaker at St Faith's' electronic form, which asks them to outline the information they wish to communicate and to agree to the Guidelines for Visiting Speakers;
- c. Conducting research on the person/organisation to establish whether they have demonstrated extreme views/actions;
- d. Maintaining a formal register of all visiting speakers;
- e. Visitors to provide photo ID upon arrival at school;
- f. Refusal to allow people/organisations to use school premises if they have links to extreme groups or movements. Justification of the school's decision will be provided to the person/organisation in writing.
- g. Ensuring visiting speakers, without DBS, are accompanied at all times and are not left unsupervised with pupils at any point.

Staff are required to be alert to changes in children's behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way and reported via MyConcern. The DSL will follow the procedures in Appendix 2 if making a Prevent referral.

For further information see 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (April 2021).

33. Preventing unsuitable people from working with children

The school will operate practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of the government guidance 'Keeping Children Safe in Education' (September 2023) and the school's 'Recruitment & Selection Policy & Procedure'. This applies to staff, volunteers, contractors, and other individuals who are not school staff or supply staff.

The Headmaster, Deputy Head, Deputy Head Academic, Head of Pre Prep and Bursar have all successfully completed 'Safer Recruitment' Training. One of these staff members will be present in recruitment interviews.

34. The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022). As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
35. The school will ensure that staff and volunteers are aware that sexual relationships with pupils under the age of 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust). The school will ensure that communication between pupils and adults, by whatever method, is transparent and takes place within clear and explicit professional boundaries and is open to scrutiny.

36. Other School related policies

The following policies are publicly available on the School website:

- a. Anti-Bullying Policy, reviewed annually
- b. Network and Internet Policy, reviewed biennially
- c. RSE and Health Education Policy, reviewed annually
- d. Parental Concerns and Complaints Policy, reviewed annually
- e. Pastoral, Behaviour and Discipline Policy, reviewed annually

The following policies are available in the School Policies Folder on the IT network:

- f. Educational Visits Policy, reviewed annually
- g. Equal Opportunities Policy, reviewed biennially
- h. Mobile Phone Policy, reviewed annually
- i. Physical Contact and Positive Handling Policy, reviewed biennially.
- j. Recruitment & Selection Policy & Procedure Policy, reviewed annually.
- k. The Leys & St Faith's Schools' Foundation Whistle-blowing Policy & Procedure, reviewed biennially.
- l. Safeguarding - Visiting Speaker Procedure
- m. Safeguarding - Visitors to St Faith's Procedure
- n. Social Media Policy
- o. Lone Working Policy

The following booklet is distributed to staff annually

- p. The St Faith's Teaching Staff Handbook: containing staff code of conduct, reviewed.

37. Mobile phones - *For all staff including those working in EYFS*

It is recognised that personal mobile phones and other smart devices have the potential to be used inappropriately and therefore the school has developed a Mobile Phone and Other Devices Policy to outline the required protocols for pupils. The protocols for staff are explained in the Code of Conduct which forms part of the Teaching Staff Handbook.

Staff must not use personal mobile devices in the presence of children unless it is for essential school business or an emergency. Phone calls and texting should take place privately and away from the sight of pupils. In EYFS, personal mobile devices must be switched off or "on silent" and they must be situated in 'The Armario'.

Personal mobile devices must be switched off and out of sight during lessons and duties. The exception being in essential or emergency situations where staff are working off site, at sports matches, when members of the SMT need to be contacted in an emergency, and when staff need to report a missing child from a school activity or homework session. In these circumstances, wherever possible and practical to do so, phones should be used away from the presence of pupils.

Staff must not use personal mobile devices or cameras to take photographs/videos of children. Staff are only allowed to take digital/video images using school equipment (phones, iPads and cameras) and in order to support educational aims.

38. Mental Health

This information should be used in conjunction with the Government document Mental

health and behaviour in schools (November 2018).

All members of staff should flag up pupil mental health concerns as soon as they arise.

In Years 3 to 8, colleagues should contact the child's Tutor who in turn should liaise with the pupil's Head of House and Director of Pastoral Care. In the Pre Prep, pupil mental health concerns should be passed from the class teacher to the Head of Pre Prep. If it is a significant concern, the Head of Pre Prep/Director of Pastoral Care should liaise with the Deputy Head and/or Headmaster.

Where a mental health concern is linked to a safeguarding concern the DSL/DDSLs should be informed and safeguarding procedures followed (as outlined in this policy).

When a pupil mental health concern is raised the parent(s) or carer(s) should be informed unless to do so would place the pupil at risk of harm. In this instance an immediate referral to Children's Social Care should be made.

Procedures which may take place in school following the raising of a mental health issue :

- Tutor to provide ongoing support to the pupil and liaise with the parent(s) under the direction of the Head of House/Director of Pastoral Care
- concern to be flagged up at the Weekly Individual Concerns Meeting (Years 3 to 8 staff)
- concern to be flagged up on Individual Concerns Registers (Pre Prep and Years 3 to 8)
- Health Centre team to be made aware and support if appropriate
- Learning Support Department to be made aware and support if appropriate
- where appropriate, weekly meetings to be arranged between the pupil and the School Counsellor

Where internal procedures are not working or additional (external) support is required, a pastoral meeting should take place between appropriate staff to discuss how to escalate the concern. This meeting should be chaired by the Director of Pastoral Care. The Director of Pastoral Care should decide on the best course of action and a referral to an appropriate external service should be made.

39. Governing body safeguarding responsibilities

The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times. It will:

- designate a governor for safeguarding and child protection who will take leadership responsibility for the school's safeguarding arrangements and practice and champion child protection issues;
- ensure that all governors receive appropriate governor safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.
- ensure governors and trustees are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty and the local multi-agency safeguarding arrangements.

- ensure an annual safeguarding report (Annual Safeguarding Monitoring Report for Governors) is made to the full governing body, and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay;
- ensure that the Safeguarding Children Policy is annually reviewed and updated and shared with staff;
- ensure that the Safeguarding Children Policy is made available on the school website.
- ensure that children's exposure to potential risks while using the internet is limited by having in place age-appropriate filtering and monitoring systems and ensure their effectiveness is regularly reviewed.
- ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

As the Governing Body provides extended school facilities and after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

Where services or activities are provided separately by another body the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.





The governing body will use the guidance in 'Keeping children safe in out-of-school settings' which details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

40. Appendices to this policy provide further information about Safeguarding:

1. Procedures in the event of a concern - Staff
2. Procedures in the event of a concern – DSL/DDSL
3. Categories of abuse – Information
4. E - Safety
5. Role of the Designated Safeguarding Lead
6. Whistleblowing for Child Protection – Guidance
7. Procedures for allegations of abuse against members of staff or volunteers
8. Relevant documents & useful contacts

Dr C Hyde-Dunn
Headmaster

SAFEGUARDING CHILDREN – STAFF PROCEDURES IN THE EVENT OF A CONCERN

			
Mr Mike Critchley Designated Safeguarding Lead Prevent Lead SMT	Mrs Louise Wakefield, Deputy Designated Safeguarding Lead, EYFS overview SMT	Mr Ed Johnson Deputy Designated Safeguarding Lead, Domestic Violence Lead	Mrs Wendy Challen Governor Responsible for safeguarding

1. If you have any cause for concern about the safety or welfare of a child you should discuss the matter with a DSL/DDSL and report it via the electronic system MyConcern. In the event of a serious concern, where a child is at risk of significant harm, contact the DSL or a DDSL **immediately**, then complete a MyConcern entry. Staff or volunteers without access to MyConcern should complete a log of concern (blue form) from the staff room and place it in the pigeon hole of the DSL/DDSL.
2. In the event that a DSL/DDSL cannot be contacted, staff should pass on concerns firstly to the Deputy Head or if not available, to a member of the SMT. In line with KCSIE Sept. 2023, 'this should not delay appropriate action being taken'. Contact phone numbers for the DSL/DDSLs can be found on your Safeguarding Contact Details card.
3. Staff should be aware that they can contact Social Care, or the police directly, should the child be at risk of serious harm. Social Care Referral - 0345 045 5203 or Emergency Duty Team (out of hours) 01733 234724. Police - 101. If you have made a direct referral, you must ensure that a DSL/DDSL is informed as soon as possible.
4. When a concern is reported, the DSL/DDSL will decide on a course of action. You may have further involvement with this matter, or not, due to confidentiality. Each incident will be handled on a case-by-case basis.
5. In the case of a disclosure:
 - Bear in mind that if a pupil raises a concern with you it will probably have taken a great deal of courage to do so and they have chosen you as someone whom they trust and respect.
 - Try not to show shock or the fact that you may well be upset by what you have heard. Your immediate response will affect the way in which the child will continue to confide in you
 - Be gently supportive but try not to show excessive sentiment
 - Do not express any doubt or disbelief and avoid asking leading questions
 - Do not promise **not** to tell anyone. Explain that you may have to tell another person in order to help stop whatever it is that has been divulged to you
 - Listen carefully as you will need to make detailed notes afterwards
 - Never fill a silence
 - LISTEN, EXPLAIN, PASS ON and RECORD

SAFEGUARDING CHILDREN – DSL/DDSL PROCEDURES IN THE EVENT OF A CONCERN

1. On receipt of a verbal concern or one reported via MyConcern, the DSL/DDSL should make an entry in MyConcern as appropriate. Discussions may also take place with the colleague who reported the concern.
2. The DSL/DDSL decides on the course of action, consults if necessary with other designated personnel and/or the Headmaster.
3. One or more of the following actions may be taken:
 - a. Monitor the child and review the situation at regular pastoral or safeguarding children meetings.
 - b. Talk to the parents about a concern that has been raised, where parental contact is appropriate.

Refer to the Safeguarding Children Partnership Board's [Child Sexual Abuse Assessment Tool](#)

- c. For children in need of additional support, access services through the Early Help Hub (EHH) on 01480 376666 or Early.help@cambridgeshire.gov.uk
- d. Referrals under section 17
If there are concerns but there is no immediate risk of significant harm, complete the referral form to Cambridgeshire Children's Social Care and e-mail to: <https://safeguardingcambspeterborough.org.uk/concerned/>
- e. Referrals under section 47
Make an urgent referral (if a child is at risk of immediate harm) via the Contact Centre 0345 045 5203 or Emergency Duty Team (out of hours) 01733 234724. Referrals should be followed up in writing within 24 hours to <https://safeguardingcambspeterborough.org.uk/concerned/>
Or contact the Police on 101.

For advice and support in the event of a concern about extremism or terrorism, follow the normal safeguarding procedures. Support and advice can also be given by the police - 101. Alternatively call the LADO 01223 727967 or Prevent team: prevent@cambs.police.uk or telephone 01480 422596

- f. If an allegation is made against a member of staff, the Headmaster must be informed immediately, If the concern involves the Headmaster, the chair of the St Faith's Committee should be contacted. Procedures as detailed in the 'Safeguarding Children' policy (Appendix 7) will be followed. If the allegation relates to a member of supply staff provided by an agency, the agency will be fully involved.
- g. Staff who have raised a concern may or may not be informed about the outcome of any further action.

CATEGORIES OF ABUSE

Abuse a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

1. **Physical Abuse.** May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
2. **Neglect.** Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
 - It may occur during pregnancy as a result of maternal substance misuse.
 - It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.
 - It also includes parents or carers failing to:
 - Provide adequate food, clothing and shelter including exclusion from home or abandonment;
 - Protect from physical and emotional harm or danger;
 - Ensure adequate supervision including the use of inadequate caregivers;
 - Ensure access to appropriate medical care or treatment.
3. **Emotional Abuse.** Is the persistent emotional ill treatment so as to cause severe and adverse effects on a child's emotional development.
 - 3.1 It may involve conveying to a child that they are:
 - Worthless;
 - Unloved;
 - Inadequate;
 - Valued only insofar as they meet another person's needs.
 - 3.2 It may include:
 - Not giving the child opportunities to express their views;
 - Deliberately silencing them;
 - 'Making fun' of what they say or how they communicate.
 - 3.3 It may also feature age or developmentally inappropriate expectations being imposed on children including:
 - Interactions that are beyond the child's developmental capability;
 - Overprotection and limitation of exploration and learning;
 - Preventing participation in normal social interaction.
 - 3.4 It may involve:
 - Seeing or hearing the ill-treatment of another;
 - Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger;

- Abuse by one or more pupils against another pupil;
- The exploitation or corruption of children.

3.5 Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

4. **Sexual Abuse.** Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

- This may involve:
 - Physical contact including assault by penetration (e.g. rape or oral sex);
 - Non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing;
 - Non-contact activities involving:
 - children in looking at, or in the production of, sexual images;
 - children in watching sexual activities;
 - encouraging children to behave in sexually inappropriate ways;
 - grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

All staff are made aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside St Faith's or their home environment. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

5. **CSE & CCE** - Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

E – SAFETY

These procedures clarify the precise arrangements for St Faith's and should be followed in conjunction with sections 135 – 148 and Part Two of KCSIE (September 2023).

It is the duty of St Faith's to ensure that every pupil in its care is safe; and the same principles apply to the digital world as apply to the real world. IT and online communications provide unrivalled opportunities for enhanced learning, but also pose greater and more subtle risks to young people. Our pupils are therefore taught how to stay safe in the online environment and how to mitigate risks, including but not limited to the risk of bullying, harassment, grooming, abuse and radicalisation.

Whilst exciting and beneficial, much IT, particularly online resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these internet technologies.

At St Faith's we understand the responsibility to educate our pupils on e-safety issues; teaching them the appropriate behaviours and critical thinking skills necessary to enable them to remain safe and within the law when using the internet and related technologies, in and beyond the classroom. We also understand the importance of involving pupils in discussions about e-safety and listening to their fears and anxieties as well as their thoughts and ideas.

This guidance is implemented to protect the interests and safety of the whole school. It applies to all members of the school community, including teaching and non-teaching staff, volunteers, governors, pupils, parents and visitors, who have access to and are users of the school IT systems.

It aims to provide clear guidance on how to minimise risks and how to deal with any infringements. It is linked to the following school policies:

- Safeguarding Children Policy
- Staff Code of Conduct (Found in the Teaching Staff Handbook)
- Anti-Bullying Policy (Cyberbullying appendix)
- Data Protection Policy
- Network and Internet Acceptable Use Policy
- Mobile phone Policy
- Social Media Policy
- Taking, Storing and Using Images of Children Policy

This guidance covers both fixed and mobile internet devices provided by the school e.g. PCs, laptops, webcams, tablets, whiteboards, digital video equipment; as well as all devices owned by pupils, staff, or visitors and brought onto school premises e.g. personal laptops, tablets, smart phones.

1. Roles and Responsibilities

Headmaster

The Headmaster is responsible for the safety of the members of the school community and this includes responsibility for e-safety. The Headmaster has delegated day-to-day responsibility to the E-Safety Coordinator, Mike Critchley.

In particular, the role of the Headmaster and the Senior Management team is to ensure that:

- a. staff, in particular the E-Safety Coordinator, are adequately trained in e-safety; and

b. staff are aware of the school procedures and policies that should be followed in the event of the abuse or suspected breach of e-safety in connection to the school.

E-safety Coordinator

The E-Safety Coordinator is responsible to the Headmaster for the day to day issues relating to e- safety. The E-Safety Coordinator, has responsibility for ensuring this policy is upheld by all members of the school community, and works with IT staff to achieve this. He will keep up to date on current e-safety issues and guidance issued by relevant organisations, including ISI, the Local Authority, CEOP (Child Exploitation and Online Protection), Childnet International and the Cambridgeshire and Peterborough Safeguarding Children Partnership Board.

IT Staff

The school's technical staff have a key role in maintaining a safe technical infrastructure at the school and keeping abreast with the rapid succession of technical developments. They are responsible for the security of the school's hardware system, its data and training the school's teaching and administrative staff in the use of IT. They monitor the use of the internet and emails, maintain content filters, and will report inappropriate usage to the E-Safety coordinator.

Teaching and Support Staff

All staff are required to sign the Network and Internet Acceptable Use Policy before accessing the school's systems. Staff are encouraged to create a talking and listening culture in order to address any e-safety issues which may arise in classrooms on a daily basis.

Pupils

Pupils are responsible for using the school IT systems in accordance with the Network and Internet Acceptable Use Policy and for letting staff know if they see IT systems being misused.

Parents and Carers

We believe that it is essential for parents to be fully involved with promoting e-safety both in and outside of school. We seek to promote amongst parents a wide understanding of the benefits and risks related to internet usage. The school will always contact parents if it has any concerns about pupils' behaviour in this area and likewise it hopes that parents will feel able to share any concerns with the school.

2. Education and Training Staff:

awareness and training

New staff receive information on e-safety matters as part of their induction.

Teaching staff receive information and training on e-safety issues in the form of INSET training and are made aware of their individual responsibilities relating to the safeguarding of children within the context of e-safety.

All staff working with children are responsible for demonstrating, promoting and supporting safe behaviours in their classrooms and following school e-safety procedures.

Any e-safety concern involving a pupil should be passed on to an appropriate member of staff and may be recorded in the electronic safeguarding system, MyConcern. An e-safety concern regarding a member staff should be passed on to the E-Safety Coordinator.

Pupils: e-safety in the curriculum

We believe it is essential for pupils to receive e-safety teaching on a regular basis. The school provides opportunities for pupils to learn about e-safety within Computing lessons. Educating pupils on the dangers of technologies that may be encountered outside school will also be carried out via PSHCE, presentations in assemblies, and informally, when opportunities arise.

At age-appropriate levels within PSHCE, pupils are taught about their e-safety responsibilities and how to look after their own online safety.

Pupils are made aware of the impact of cyber-bullying and know how to seek help if they are affected by these issues (see also the School's Anti-bullying Policy - Cyberbullying Appendix, which describes the preventative measures and the procedures that will be followed when the school discovers cases of cyberbullying).

Parents

The school seeks to work closely with parents and guardians in promoting a culture of e-safety. Within the Anti-bullying Policy - Cyberbullying Appendix, parents are advised how to proceed should their child be bullied on-line.

The school recognises that not all parents may feel equipped to protect their child when they use electronic equipment at home. The school therefore provides information for parents on parental controls. Twice termly e- safety advice is provided in the Headmaster's Weekly Newsletter. For further information on informing and educating parents in e-safety, see the Cyberbullying Appendix to the Anti-bullying Policy.

3. Use of School and Personal Devices

Staff

Information on use of school devices can be found in the Network and Internet Acceptable Use Policy. Teaching and support staff are required to read a list of rules regarding use of the network and internet and then sign to show that they understand and accept the policy.

School devices are assigned to a number of members of staff. They have a password or device lock so that others cannot access the content. When they are not using a device, staff should ensure that it is locked to prevent unauthorised access.

Staff are permitted to bring in personal mobile phones for their own use. These devices must not be used in the presence of children, unless it is for urgent school business or emergencies. For further information on use of mobile devices, see the Teaching Staff Handbook.

Personal telephone numbers of staff, email addresses, or other contact details must not be shared with pupils or parents.

Pupils

Information on the use of school devices can be found in the Network and Internet Acceptable Use Policy. Pupils in Years 3-8 are required to read a list of rules about the use of the network and internet and then sign, to show that they understand and accept the policy. In the Pre Prep, parents are asked to talk to their child about safe use of the internet.

For all information on the use of mobile phones and wearable technology, see the Mobile Phone and Other Smart Devices Policy.

The school recognises that mobile devices are sometimes used by pupils for medical purposes or as an adjustment to assist pupils who have disabilities or special educational needs. Where a pupil needs to use a mobile device for such purposes, a meeting will be arranged between the pupil's parents or carers and appropriate staff. The pupil's teachers and other relevant members of staff will be informed about how the pupil will use the device at school.

4. Use of Internet and Email

Staff

For all information on the use of the internet and e-mail, refer to the Network and Internet Acceptable Use Policy.

For all information on appropriate use of social media refer to the Social Media Policy. References to social media can also be found in the Teaching Staff Handbook.

Pupils

All pupils are issued with their own personal school email addresses for use on our network. Access is via a personal login, which is password protected. This official email service may be regarded as safe and secure, and must be used for all school work and is monitored.

There is strong anti-virus and firewall protection on our network. Spam emails and certain attachments will be blocked automatically by the email system. (See the Anti-Bullying Policy – Cyberbullying Appendix for further information).

Pupils must not respond to any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and should immediately report such a communication to a teacher who, in turn, should contact the IT Manager and E-Safety Coordinator. (see the Anti-Bullying Policy – Cyberbullying Appendix for further information).

Pupils must report any accidental access to inappropriate materials to a member of staff who will, in turn, inform the IT Manager and E-Safety Coordinator. Deliberate access to any inappropriate materials by a pupil will lead to disciplinary action being taken. Pupils should be aware that all internet usage via the school's systems is monitored.

For further information on pupil usage of the internet and e-mail, see the Network and Internet Acceptable Use Policy.

5. Data storage and processing

The school takes the security of data seriously. Please refer to the following documents for further information on data storage and processing:

- Data Protection Policy
- Data Retention Policy
- Network and Internet Acceptable Use Policy
- Privacy notices

6. Password security

Pupils, from Years 1 to 8, and staff have individual school network logins and storage folders on the server. Staff and pupils are regularly reminded of the need for password security.

All pupils and members of staff:

- Use a password (these become increasingly longer and complex according to pupils' age). From Year 5 the password will usually contain eight characters or more, and upper and lower case letters as well as numbers, and be regularly changed.
- Should not write passwords down.
- Should not share passwords with other pupils or staff.

7. Safe Use of Digital and Video Images

The development of digital imaging technologies has created significant benefits to learning, allowing staff and pupils instant use of images that they have recorded themselves or downloaded from the internet. However, staff, parents/carers and pupils need to be aware of the risks associated with publishing digital images on the internet. Such images may provide avenues for cyberbullying, stalking or grooming to take place. Digital images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term.

Further information on the safe use of digital images for pupils, staff and parents can be found in the Taking, Storing and Using Images of Children Policy and Teaching Staff Handbook.

8. Misuse

Illegal activities or activities that are inappropriate in a school context will be reported to the police and/or the SCPB. If the school discovers that a child or young person is at risk as a consequence of online activity, it may seek assistance from CEOP.

Incidents of misuse or suspected misuse must be dealt with by staff in accordance with the school's policies and procedures.

The school will impose a range of sanctions on any pupil who misuses technology to bully, harass or abuse another pupil in line with our Anti-Bullying Policy.

ROLE OF THE DESIGNATED SAFEGUARDING LEAD

This information should be used in conjunction with Annex C of KCISE September 2023 *If the concern involves the Headmaster, the chair of the St Faith's Committee should be followed.*

The governing body should ensure that an appropriate member of the Senior Management Team is appointed to the role of designated safeguarding lead. The DSL should have appropriate status and authority within the school to carry out the duties of this post. The role carries a significant level of responsibility and the DSL should be given the additional time, funding, training, resources and support they need to carry out the role effectively.

Schools can choose whether to have one or more deputy designated safeguarding leads (DDSLs). Any deputies should be trained to the same standard as the DSL and the role should be explicit in their job description.

The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety). Whilst the activities of the DSL can be delegated to appropriately trained deputies, the lead responsibility for child protection remains with the DSL and cannot be delegated. The DSL is the E-Safety Coordinator.

Availability

During term time, the DSL/DDSL should:

- always be available either in person or by phone (during school hours) for staff to discuss any safeguarding concerns. Staff are provided with a 'Safeguarding Contacts Card' with the names and contact details of the DSL/DDSLs and phone numbers for Cambridgeshire Social Care.

Managing referrals

The DSL/DDSLs are expected to:

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

Working with others

The DSL/DDSLs are expected to:

- liaise with the Headmaster to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- liaise with the "case manager" (as per Part four of Keeping Children Safe in Education, September 2022) and the designated officer(s) at the local authority for child protection concerns, in all cases which concern a member of staff

- liaise with staff on matters of safety and safeguarding and act as a source of support, advice and expertise
- act as a point of contact with the safeguarding partners
- liaise with Social Care and EST (Education Safeguarding Team) where necessary
- promote supportive engagement with parents and/or carers in safeguarding and promote the welfare of children
- ensure that teaching staff are aware of any children who have had a social worker and support teaching staff in providing reasonable support and adjustments to help these children to achieve their potential
- ensure that staff are supported during the referral process

Information sharing and managing the child protection file

The DSL/DDSLs are responsible for:

- keeping detailed, accurate and up to date records of concerns and referrals and storing this information confidentially and securely in MyConcern
- understanding relevant data protection legislation and regulations
- understanding the importance of information sharing both within school and with other agencies and the safeguarding partners
- ensuring that information is only accessed by those who need to see it
- ensuring that when a pupil leaves St Faith's the child protection file is transferred to the new school within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The file should be transferred securely and separately from the main pupil profile
- considering whether additional information should be shared with the new school prior to the pupil's arrival

Raising awareness

The DSL/DDSLs should:

- ensure each member of staff has access to and understands the school's safeguarding policy
- ensure the school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are reviewed regularly
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected cases may be made by the school
- make sure that staff are aware of local safeguarding arrangements and policies and training opportunities

Training, knowledge and skills

The DSL/DDSLs should:

- undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.
- undertake Prevent awareness training
- understand the assessment process for providing early help and social care referral arrangements
- have an understanding of how local authorities conduct a child protection case conference and child protection review conference and be able to attend and contribute to these effectively when required
- understand the lasting impact that adversity and trauma can have on a child's mental health and wellbeing and how to support with this
- be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers

- provide advice and support to staff on protecting children from the risk of radicalisation
- understand the risks associated with online safety and have the relevant knowledge to keep children safe whilst they are online at school
- understand the additional risks faced by SEND children online e.g. from online bullying and grooming
- attend any relevant refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings amongst all staff, in any measures the school may put in place to protect them
- understand the difficulties children may have in approaching staff about safeguarding matters and consider how to build trusted relationships which facilitate communication.

Whistleblowing for Child Protection – Guidance

The School has a whistleblowing policy, 'The Leys & St Faith's Schools' Foundation Whistle-blowing Policy & Procedure'.

The guidance below (Whistleblowing for Child Protection) is to assist staff in dealing with child protection concerns.

Staff must acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation; these feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistleblowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier concern is expressed the easier and sooner it is possible for action to be taken
- Try to pinpoint what practice is concerning you and why
- Approach someone you trust and who you will believe will respond
- Make sure you get a satisfactory response – don't let matters rest
- Ideally you should put your concerns in writing
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern

What happens next

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation

- No action will be taken against you if the concern proves to be unfounded and is raised in good faith
- Malicious allegations may be considered as a disciplinary offence

Self-reporting

Staff have a responsibility to report any relevant changes of circumstance to their employer. These include any criminal investigations, convictions or warnings they may become the subject of and/or if their own children become involved in any child protection related concern.

There also may be occasions where a member of staff has a personal difficulty maybe a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned.

Confidentiality cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

It is recognised that whistleblowing can be difficult and stressful. Advice and support is available from your line manager, the SMT and/or your professional union.

'Absolutely without fail - challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong'. With acknowledgement to 'Sounding the Alarm' by Barnardos.

M CRITCHLEY
Director of Pastoral Care

Procedures for Allegations of Abuse Against members of the School Staff or Volunteers

These procedures clarify the precise arrangements for St Faith's and should be followed in conjunction with Part four of KCSIE September 2023.

Allegations that a member of staff has abused a pupil or pupils or may pose a risk of harm, either inside or outside the school premises could be made by:

- Parents
- the abused pupil
- other members of staff
- other pupils
- the Police or Social Services
- a third party

Allegations that may meet the harms threshold (Part Four, Section One)

Any allegation of abuse made against a member of staff, including supply staff, volunteers or contractors, which meets the harms threshold as set out in Keeping Children Safe in Education, 2023, Part Four, Section One, will be reported straight away to the Headmaster. In cases where the Headmaster is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part four of 'Keeping Children Safe in Education' (September 2023).

The school will consult with the Local Area Designated Officer (LADO) in the event of an allegation being made against a teacher, member of supply staff or other staff, volunteer or contractor and adhere to the relevant procedures set out in 'Keeping Children Safe in Education' (September 2023) and the school's HR Policies, and seek advice from the school's HR provider.

The Headmaster or Chair of Governors will ensure that all allegations are reported to the LADO (see Appendix 7 – Useful Contacts) within one working day. The LADO will advise on all further action to be taken.

Before contacting the LADO, the school should conduct basic enquiries to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. The School will use the guidance chart found in this appendix or Appendix B of KCSIE to support our decision-making.

Where the school identifies a child has been harmed, that there may be an immediate risk of harm to child or if the situation is an emergency, they should contact children's social care and as appropriate the police immediately.

The School will consider:

- **Looking after the welfare of the child** - the Designated Safeguarding Lead (or Deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

The Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Concerns that do not meet the harms threshold (Part Four, Section Two)

Low level concerns that do not meet the harms threshold should be reported to the Headmaster. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test. For further information on low level concerns see Part 4 of KCSIE September 2023.

In cases where the Headmaster is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four, section two of 'Keeping Children Safe in Education', 2023.

The school will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Schools can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

St Faith's will ensure that **all** staff, including supply staff, volunteers and contractors, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022). As part of the Induction process, all staff, including supply staff, volunteers and contractors, will receive guidance about how to create appropriate professional boundaries (both online and offline) with all children, especially those with a disability or who are vulnerable. Staff are encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that

they consider falls below the expected professional standards.

Staff are required to read 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022).

The school will ensure that staff, supply staff, volunteers and contractors are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

Dealing with Allegations or Concerns about an Adult Working with Children

Allegation or concern raised about a member of staff or adult

Does it meet the harm threshold? The harm threshold is met where it is alleged that an adult working (or volunteering) in the school has:

- *behaved in a way that has harmed a child, or may have harmed a child and/or*
- *possibly committed a criminal offence against or related to a child and/or*
- *behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or*
- *behaved or may have behaved in a way that indicates they may not be suitable to work with children (see KCSIE Part 4)*

You may wish to consider the questions in Box A below to help you decide the answer to this question.

YES

NOT SURE

NO

Contact CCC LADO on

01223 727967 or via

LADO@cambridgeshire.gov.uk

This is a Low Level Concern. Consider carefully what action to take in response, taking advice from your HR Provider as appropriate. Keep a record in a secure central file. An example form for this purpose is available for use if required.

The LADO will ask for specific information about the issue and confirm whether or not it meets the harm threshold. If it does, they will begin a formal process to manage the allegation. If it doesn't meet the threshold then they will record the information and advise you to treat the issue as a Low Level Concern. You will need to inform the staff member that LADO hold information on them.

If you need **further advice** on any aspect of this then please contact either:
Phil Nash on 07920 270820 or Sara Rogers on 07990 936820

Box A:

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place? Was this in school or out of school?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

Relevant Documents

Appendix 8

Disqualification under the Childcare Act 2006: statutory guidance for local authorities, maintained schools, academies and free schools (July 2018)

Guidance for Safer Working Practice for those working with children and young people in education settings (February 2022)

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

Keeping children safe in education: Statutory guidance for schools and colleges (Sept 2023)

Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings (April 2022)

Meeting digital and technology standards in schools and colleges, Filtering and monitoring standards for schools and college (March 2023)

Mental health and behaviour in schools (November 2018)

The Prevent Duty, Departmental advice for schools and childcare providers (June 2015) Revised

Prevent Duty Guidance: for England and Wales (April 2021)

Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE (September 2021)

The use of social media for online radicalisation (July 2015)

Sharing nudes and semi-nudes: advice for education settings working with children and young people (Dec 2020)

Sexual violence and sexual harassment between children in schools and colleges (Sept 2021)

What to do if you're worried a child is being abused: Advice for practitioners (March, 2015)

When to call the police – guidance for schools and colleges (National Police Chief Council)

Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (July 2018)

Useful Contacts

Education Safeguarding Team – ECPS.General@cambridgeshire.gov.uk

Education Safeguarding Manager – Sara Rogers - sara.rogers@cambridgeshire.gov.uk

Early Help Hub (EHH) (Targeted Support Service)

Tel: 01480 376666

Customer Service Centre – social care referrals

Tel: 0345 045 5203

Emergency Duty Team (Out of hours)

Tel: 01733 234724

Police Child Abuse Investigation Unit

Tel: 101

Local Authority Designated Officer (LADO)
LADO@cambridgeshire.gov.uk

Tel: 01223 727967

Named Senior Officer for allegations:
Senior Leadership Adviser – Phil Nash

Tel: 07920 270820

Prevent Officers prevent@cambs.police.uk

Tel: 01480 422596

Safeguarding Children Partnership Board – Safeguarding Multi-Agency Procedures
www.safeguardingcambspeterborough.org.uk/children-board