



St Faith's School Policies

Safeguarding Children Policy



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, the Education (Independent School Standards) Regulations 2014, and the Education and Training (Welfare of Children) Act, 2021 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 2021).
- '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
- act in the best interests of the children to enable them to have the best possible outcomes
- 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 reporting cases, or suspected cases, of abuse.

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:

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|----------------------|--|
| 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 Patricia Graves | Governor with responsibility for safeguarding gravestricia@gmail.com |

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 Patricia Graves 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 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;
- incorporate into the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse in all contexts
- include in the PSHCE curriculum material which will help children develop realistic attitudes to the responsibilities of adult life. Examples for pupils in Years 1-6 are 'how to recognise who to trust and who not to trust, how to judge when a friendship is making pupils unhappy or uncomfortable and how to seek help or advice from others, if needed'. Examples for pupils in Years 7 and 8 are 'what constitutes sexual harassment and sexual violence and why these are always unacceptable and what to do and where to get support to report material or manage issues online'.

9. Procedures

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

<http://www.safeguardingcambspeterborough.org.uk/children-board/>

10. 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.
- 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, 2021, 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 bulletins, meetings or further reading 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 the DSL and DDSL are 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, clinical commissioning group 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 that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required but at least annually.
- 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.
- 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.

11. 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
- how to pass on and record concerns about a pupil
- that they have an individual responsibility to be alert to the signs and indicators of abuse 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 Inter–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 go missing in education

12. 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 2021)
- The Safer Recruitment Consortium’s ‘Guidance for safer working practice for those working with children and young people in education settings’ (May 2019). 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.

The DSL/Prevent Lead is WRAP trained. Teaching and support staff are Prevent trained and Senior staff have completed an online module on Channel (the early intervention process to protect vulnerable people from radicalisation).

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.

13. 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 2021)
- 'Guidance for safer working practice for those working with children and young people in education settings' (May 2019)
- 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).

14. 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 Whistle-blowing for Child Protection - Guidance (see Appendix 6).

15. 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.

16. 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 Unit 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 Work Team are also informed.

17. 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 Social Care immediately.
- ensure that all concerns, discussions and decisions made, and the reasons for those decisions, are recorded in writing. It is good practice to keep concerns and referrals in a separate safeguarding file for each child.
- make sure that records include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome
- ensure electronic records are stored on MyConcern, a purpose-built, secure platform. These will be audited 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 2021). 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.

18. 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. 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 if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- 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).

19. 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. Further guidance on this can be found in the Effective Support for Children and Families in Cambridgeshire and Peterborough.
- 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. The rationale must be recorded. Records may subsequently be disclosed to relevant partner agencies if Child Protection proceedings commence.

20. 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, Cambridgeshire Sexual Behaviour Service or Early Help 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 pages 8 – 9 of Keeping Children Safe in Education 2021 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, 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. 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.

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 to provide the best ways of supporting the child and 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 'Inter - Agency Procedures.'

21. Peer-on-peer Abuse / Bullying

Peer-on-peer 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 peer-on-peer 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 Peer-on-peer 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 peer-on-peer abuse, including sexual violence and sexual harassment will not be tolerated.
- provide training for staff about recognising and responding to peer-on-peer 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 peer-on-peer abuse, including sexual violence and sexual harassment, as an inevitable part of growing up or as mere '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 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.
- 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.
- ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

22. 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.

23. 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.

24. 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, heat and clothing for the children;
- children 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 the unborn child.

25. Children Living with Domestic Abuse

The Domestic Abuse Act 2021 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 peer on peer 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, 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'.

26. 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.

27. 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.

28. 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. Children who go missing can be at increased risk of sexual exploitation.

The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's [Exploitation Risk Assessment and Management Tool](#) and refer to Social Care if there is a concern that a young person may be at risk of CSE.

29. 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](#) 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.

30. Children Missing Education

St Faith's recognises that children repeatedly missing 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.

St Faith's has an admission register and an attendance register which all pupils are placed on in accordance with the law. The school monitors attendance of individual pupils closely.

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 goes missing 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).

31. Children at Risk of Radicalisation

St Faith's recognises that some children are vulnerable 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, (July 2015).

32. 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 2021) and the school's 'Recruitment & Selection Policy & Procedure'. This applies to staff, volunteers, staff of contractors, and other individuals who are not school staff or supply staff.

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

33. 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' (May 2019). 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.

34. 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.

35. 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

The following booklet is distributed to staff annually

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

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

It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a Mobile Phone 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 urgent school business or an emergency. Personal mobile devices must be switched off and out of sight during lessons, the exception being staff who are working off site (e.g. away sports matches) and members of the SMT who may need to be contacted in an emergency.

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.

37. 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 Listener

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.

38. Governing body Child Protection 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:

- a. 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;
- b. Ensure an annual report is made to the full governing body, and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay;
- c. Ensure that this Safeguarding Children Policy is annually reviewed and updated and shared with staff;
- d. Ensure that the Safeguarding Children Policy is made available on the school website.

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.

39. 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. Four 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, E-Safety Coordinator SMT | Mrs Louise Wakefield, Deputy Designated Safeguarding Lead, EYFS overview, SMT | Mr Ed Johnson Deputy Designated Safeguarding Lead, Domestic Violence Lead, HoH | Mrs Patricia Graves 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. 2021, '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.
 - c. Study the threshold document 'Effective support for Children and Families in Peterborough and Cambridgeshire' November 2018 and other assessment tools such as the 'Brook Traffic Light tool'.
 - d. For children in need of additional support, access services through the Early Help Hub (EHH) on 01480 376666
Early.helphub@cambridgeshire.gov.uk
 - e. 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/>
 - f. 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.
 - g. 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.pnn.police.uk or telephone 01480 422596
4. Staff who have raised a concern may or may not be informed about the outcome of any further action.
5. If an allegation is made against a member of staff, the Headmaster must be informed immediately and the procedures as detailed in the 'Safeguarding Children' policy will be followed. Local Authority Named Senior Officer – Phil Nash 01223 699448

FOUR CATEGORIES OF ABUSE

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 care-givers;
 - 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.

4.1 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).

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

Signs of possible abuse – all staff receive a Basic Child Protection Information Booklet – produced by the Education Safeguarding Team at their regular training. This extensively details signs to look out for in cases of abuse.

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.

E – SAFETY

These procedures clarify the precise arrangements for St Faith's and should be followed in conjunction with sections 123 – 135 and Annex D of KCSIE September 2021.

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 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 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 2021

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 2021) 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 pupils 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 Whistleblowing 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 2021.

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 or volunteers, which meets the harms threshold as set out in Keeping Children Safe in Education, 2021, Part Four, Section 338, 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 2021).

The school will consult with the Cambridgeshire Named Senior Officer (see Appendix 7 – Useful Contacts) in the event of an allegation being made against a member of staff, volunteer or member of supply staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education' (September 2021) 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 respond promptly and sensitively to the concerns of the victim and his or her family. The school does not require parental consent before reporting allegations to the Named Senior Officer.

The school undertakes to:

- take any allegation of abuse involving a member of staff seriously
- record all discussions with any party in writing
- consult with the Named Senior Officer and ascertain whether or not the allegation can be disclosed to the accused person
- inform the member of staff concerned, providing agreement is given by the Named Senior Officer, of the allegation that has been made
- advise him or her to contact a Trade Union or Professional Association for advice and support

- inform parents or carers of a child about the allegation as soon as possible, if they do not already know of it, unless police or children's social care services need to be involved. In these instances, the Headmaster will not inform parents until there is agreement on what information can be disclosed

Parents and carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002 (para 213-214).

Where the school or college identify a child has been harmed they should contact children's social care and as appropriate the police immediately.

St Faith's will consider:

- looking after the welfare of the child - the Designated Safeguarding Lead 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 Next Step

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, the school will always:

- liaise with the Named Senior Officer/LADO
- invite the police to conduct the investigation
- consider suspending the member of staff (or volunteer) concerned

Support for the Pupil

Our priority is to safeguard the young people in our care. The school will give all the support that it can to a pupil who has been abused. The Head, together with members of the Safeguarding Committee, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, the SCPB or other agencies involved, to identify the support strategies that will be appropriate.

Support for the Employee

The school should act to manage and minimise the stress inherent in the allegations process. Individuals should be informed of concerns or allegations as soon as possible unless there is an objection by children's social care services or the police. The individual should be advised to contact a trade union representative or a colleague for support. They should also be signposted to support services.

Suspension

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and the school will take legal advice beforehand, and will normally only suspend a member of staff where:

- there is a serious risk of harm (or further harm) to the child
- the allegations are so serious as to constitute grounds for dismissal, if proven
- the police are investigating allegations of criminal misconduct

The school fully recognises its duty of care towards all staff, and will:

- keep an open mind until a conclusion has been reached
- interview a member of staff, where appropriate, before suspending him or her

- keep him or her informed of progress of the investigation, where appropriate

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension is entitled to be accompanied by a friend or trade union representative.

Alternatives to Suspension

The school will always consider whether an alternative to suspension might be appropriate and will give due weight to the Named Senior Officer/LADO, KCSIE and WT in making an appropriate decision.

Possibilities include:

- sending the member of staff on leave
- giving the member of staff non-contact duties

Anonymous Allegations

An anonymous allegation of child abuse which names both a member of staff and a child will be dealt with in exactly the same way as would be the case if the identity of the person making the allegation is known. Where the allegation names the member of staff but not the pupil, the member of staff will normally be interviewed and asked for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training.

If the member of staff resigns

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with the guidance in KCSIE (September 2021). A referral to the DBS must be made, if the criteria in paragraph 329 of KCSIE (September 2021) (Part 3) are met.

Length of investigatory process

The school recognises that everyone's interests are served by completing any investigatory process as swiftly as possible, consistent with a fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. The time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the School to deal with it, although if there are concerns about child protection, the School will discuss them with the Named Senior Officer. In such cases, if the nature of the allegation does not require formal disciplinary action, the School will institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

Referral to DBS

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

On conclusion of a case

If the allegation is substantiated and the person is dismissed or the School ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the Named Senior Officer should discuss with the case manager whether the School will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required;

and, in the case of a member of teaching staff, whether to refer the matter to the TRA (Teaching Regulation Agency) to consider prohibiting the individual from teaching. For further information on referral to TRA see 'Teacher misconduct: the prohibition of teachers' (October 2018).

Recording allegations of abuse

The school will record all allegations of abuse and the subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches normal pension age, or for ten years, if that is longer. Details of allegations that are found to have been malicious should be removed from personnel records.

Handling unfounded or unsubstantiated allegations

The Child

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. The school will liaise closely with the SCPB to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, as well as support from the School Listener. The school will be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

The Member of Staff or volunteer

A member of staff or volunteer could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the spurious grounds of there being 'no smoke without fire'. If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; the school recognises that he or she is likely to need both professional and emotional help. The School will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community if necessary. A short sabbatical or period of re-training may be appropriate.

Allegation of abuse of a child who is not a pupil at the School

If the School receives information suggesting that a member of staff has been involved in the abuse of a child who was not a pupil at St Faith's, such information would immediately be passed to the Named Senior Officer. The Headmaster would then be advised how to proceed.

Historical Allegations

Allegations against a member of staff who is no longer working at St Faith's should be referred to the police. Historical allegations of abuse should also be referred to the police.

Allegations involving the Head

The Chairman of the St Faith's Committee should be told at once by the Deputy Head or DSL of any allegation involving the Head. In the first instance, the School will liaise with the Named Senior Officer. Following this, legal advice may be sought as appropriate. This contact should be made without the head being informed. The Head will normally be suspended for the duration of the investigatory process and may be asked to vacate school accommodation. The Deputy Head will be made acting Head until the conclusion of the investigation and resolution of the issue.

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 sections 409 to 412 of KCSIE September 2021.

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', 2021.

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, 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 the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019). 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.

Staff are required to read 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019).

The school will ensure that staff, supply staff and volunteers 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).

Relevant Documents

Keeping children safe in education: Statutory guidance for schools and colleges (Sept 2021)

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

Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)

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

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

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 (July 2015)

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

Useful Contacts

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

Early Help Hub (EHH) 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) Tel: 01223 727967
LADO@cambridgeshire.gov.uk

Named Senior Officer for allegations:
Leadership Adviser – Phil Nash Tel: 01223 699448

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

COVID-19 arrangements for St Faith's

This revised addendum of the St Faith's Safeguarding Children Policy contains details of our individual safeguarding arrangements during the Covid pandemic, to protect all children who are at school or isolating at home, from harm and abuse.

St Faith's is committed to ensuring the safety and wellbeing of all its pupils and will ensure compliance with Keeping Children Safe in Education (KCSIE Sept 2021) which remains in force throughout the response to coronavirus (COVID-19).

Key safeguarding contacts

| Role | Name | Email |
|--------------------------------------|-------------------|--|
| Designated Safeguarding Lead | Mike Critchley | mcritchley@stfaiths.co.uk |
| Deputy Designated Safeguarding Leads | Louise Wakefield | lwakefield@stfaiths.co.uk |
| | Ed Johnson | ejohnson@stfaiths.co.uk |
| Headmaster | Crispin Hyde-Dunn | chydedunn@stfaiths.co.uk |
| Safeguarding Governor / | Patricia Graves | gravestricia@gmail.com |

Supporting children in school

We are committed to ensuring the safety and wellbeing of all our pupils. St Faith's will continue to be a safe space for all children to attend and flourish.

St Faith's will refer to the Government guidance for education and childcare settings and advice from Public Health England on measures to limit the risk of spread of COVID19:

We recognise that the current circumstances may adversely affect the mental health of children and their parents. Looking after pupil wellbeing will be at the forefront of our approach, and school staff will seek to provide support and reassurance for pupils both in school and where required from specialist services.

School staff have been asked to be particularly vigilant when children return to school after periods of absence, for signs and indicators that a child may have experienced abuse or neglect. Colleagues have been trained in how to handle a disclosure from a child, and understand that any safeguarding concerns, must be referred immediately to the DSL/DDSLs in the usual way.

Parents are asked to advise the school if there are any changes regarding their child's welfare, health and wellbeing that it would help the school to be made aware of. Where the school is aware of particular circumstances affecting a child or family, such as bereavement, a relationship breakdown, or a safeguarding incident, this will be shared with staff on a need-to-know basis so that children can be best supported. Following periods of lockdown in 2020 and 2021, parents were invited to fill in wellbeing questionnaires for their child. These were all followed up by pastoral colleagues.

Supporting children not in school

St Faith's is committed to ensuring the safety and wellbeing of all its children.

Pupils in Years 3-8 (and their parents) are aware that they can use the 'I need to talk' button on the VLE to flag up pastoral concerns. They should give a brief explanation of the concern and this matter can then be followed up by their Tutor, Head of House or the Director of Pastoral Care. Any safeguarding matters which are flagged up will be dealt with by the DSL/DDSLs.

Along with meeting pupils within school, the School Listener will be available, if required, to have weekly meetings with selected pupils on Microsoft Teams.

The school will share safeguarding messages on its website and social media pages.

Attendance monitoring

The School will continue to follow up with any parent if we were expecting a child to attend and they subsequently do not attend school. Non-attendance will be followed up in line with the school's normal attendance protocols.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, St Faith's will notify their Social Worker, as appropriate.

Designated Safeguarding Lead

St Faith's has a Designated Safeguarding Lead (DSL) and two Deputy Designated Safeguarding Leads (DDSLs).

The Designated Safeguarding Lead is: Mike Critchley.

The Deputy Designated Safeguarding Leads are: Louise Wakefield and Ed Johnson.

Should the school be closed, a trained DSL will always be available to be contacted via phone or email or through our electronic recording system, MyConcern.

Where a trained DSL (or deputy) is not on site, in addition to the above, one of the Senior Management Team will assume responsibility for co-ordinating safeguarding on site.

The DSL will continue to engage with Social Workers as appropriate, and attend all multi-agency meetings, which are being held remotely.

Reporting a concern

If staff are having to isolate or the school goes into another period of lockdown, where they have concerns about a child, they should continue to follow the process outlined in the school's Safeguarding Children Policy.

Colleagues can access the electronic safeguarding recording system MyConcern from home or in school.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headmaster, according to the Safeguarding Children Policy (Appendix 7). Whilst away from school, this should take place via a phone conversation and be followed up with an email to the Headmaster.

Concerns around the Headmaster should be directed to the Chair of the St Faith's Committee, Annabel Brunner.

Safeguarding Training and induction

Whilst there remains a threat of the COVID 19 virus, DSL training with the Education Safeguarding Team is taking place via Zoom.

The DSL and DDSLs continue to keep themselves up to date with safeguarding developments.

From the start of the Michaelmas term 2021-22, safeguarding training in school will either take place face to face or online via Microsoft Teams.

Where new staff are recruited, or new volunteers enter St Faith's, they will continue to be provided with a safeguarding induction, which will include information on local processes and confirmation of DSL arrangements. This induction may take place remotely.

Upon arrival, the new staff or volunteers will be required to read KCSIE Part 1 and Annex B (September 2021), the St Faith's Safeguarding Children Policy and Guidance for Safer Working Practice.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, St Faith's will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (September 2021).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

There is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any reason the school has concerns about an individual, new checks will be obtained in the usual way.

Where utilising volunteers, we will continue to follow the checking and risk assessment process as set out in KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

We will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult (See KCSIE Sept 2021)

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) and the TRA's 'Teacher misconduct advice for making a referral'.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current situation, it is essential from a safeguarding perspective that the school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, St Faith's will continue to keep the single central record (SCR) up to date.

The SCR will log everyone that will be working or volunteering in school on any given day.

Online safety in school

St Faith's will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where pupils are using computers in school, appropriate supervision will be in place.

Online safety outside school

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

School closures and self-isolation of pupils bring lots of challenges for both school staff and parents, and both are increasingly looking to the benefits of technology to continue delivering some form of learning experience for children.

As always, there are huge benefits to be gained from the appropriate use of technology, and accessing learning resources whilst at home is a great example of this. However, parents and teachers need to be aware of the potential risks.

St Faith's will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Staff may be required to teach pupils from their classroom or from home (if they are isolating). Teaching staff are expected to follow a Code of Conduct for Home Learning when teaching pupils at home.

Parents and pupils have received information on Home Learning and pupils are expected to follow a Code of Conduct for Home Learning when they are attending live Teams lessons or communicating with staff in writing.

Mobile phones in school

Pupils who are on the 'Unaccompanied Journey' register and who (along with a parent) have signed the 'Mobile Phone Agreement' form, may bring in a mobile phone into school. The pupil should switch the phone off as soon as they enter the school site. The phone should be placed in the mobile phone cabinet in Edenfield. Pupils are not allowed to switch their phone back on until they have left the school site. For further details see the Mobile Phone Policy.

Vulnerable children

Vulnerable children include those who have a Social Worker and those children and young people up to the age of 25 with Education, Health and Care Plans (EHCP).

Those who have a Social Worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

The Designated Safeguarding Lead (and deputies) know who our most vulnerable children are.

We will continue to work with and support children's Social Workers to help protect vulnerable children. In circumstances where a parent does not want to bring their child to school, and their child is considered vulnerable, the Social Worker and DSL/DDSLs will explore the reasons for this directly with the parent.

Peer on Peer Abuse

We recognise that should the school be closed, a revised process may be required for managing any report of abuse and supporting victims.

Should we receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within the St Faith's Safeguarding Children Policy and Anti-Bullying Policy.

The school will listen and work with the pupil, parents and any multi-agency partner required to ensure the safety and security of that pupil. Concerns and actions will be recorded and referrals made as appropriate.

Radicalisation

School staff have received training about Prevent. The school has a Prevent Lead: Mike Critchley (DSL). All school staff are aware of the need to treat concerns about radicalisation as safeguarding concerns, and immediately share them with their DSL/DDSLs. In turn, the DLS/DDSLs should continue to refer concerns about radicalisation to partner agencies, including Channel Panel which remains operational, in line with usual procedures.

The Department for Education has published information here on [prevent management support for schools and colleges](#).

New children at St Faith's

Where children join St Faith's from other settings, we will require confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file should be provided securely before the child begins at school. Where appropriate, a call will be made from our DSL/DDSL to the placing school's DSL to discuss how best to keep the child safe.

In some unusual circumstance this may not be possible. Information provided must include contact details for any appointed Social Worker and where relevant for the Virtual School Head.

Safeguarding information about children new to St Faith's will be recorded on our safeguarding system, MyConcern.

C Hyde-Dunn
Headmaster