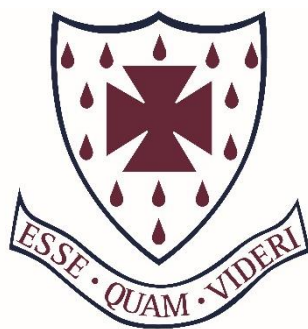


SAFEGUARDING & CHILD PROTECTION POLICY

Date Implemented: July 1993



1888

S. Anselm's

Monitoring:	HEAD – Mrs L Donnelly
Named Person Responsible:	Designated Safeguarding Lead (DSL): Mrs A. Whawell
Designated Governor:	Mrs A Hetherington
Last Reviewed:	Michaelmas term 2014, 2015, 2016, 2107, 2018, 2019, 2020, 2021, 2022, 2023
Policy Review Date:	Michaelmas term 2024

Date	Version Updated	Update (incl page no.)
17/11/2023	1:1	All – include Birkdale Family of Schools. P.15 Allegations against the Head to be referred to Head of Birkdale Family of Schools
12/1/2024	1:2	Updated to reflect changes to EYFS statutory framework guidance published 9/1/24 P.29

SAFEGUARDING AND CHILD PROTECTION POLICY

Index

Page 2	Index
Page 3	Contact Details.
Page 5	Introduction
Page 6	Identifying safeguarding concerns & definitions of safeguarding and abuse
Page 10	Concerns about a child and what to do
Page 14	Allegations of abuse against a member of staff
Page 18	Additional Guidance
Page 31	Appendices
	Appendix 1 – Signs and symptoms of abuse
	Appendix 2 – Procedure following a concern about a child
	Appendix 3 – Are you worried.....? Poster
	Appendix 4 –Designated Safeguarding Lead– job description
	Appendix 5 – Sexual violence, sexual harassment & sexual abuse
	Appendix 6 – Sexting guidelines
	Appendix 7 – Seven golden rules for information sharing
	Appendix 8 – S. Anselm’s safeguarding check list for employment
	Appendix 9 – DDSCP LADO flowchart
	Appendix 10 – Safeguarding Partnerships thresholds indicator table
	Appendix 11 – Prevent Action Plan

Contact Details

DSL –Mrs A Whawell - Tel 01629 812734

DDSL – Mrs Helen Seddon Tel 01629 812734

DDSL – Mrs Lisa Donnelly Tel 01629 812734

DDSL – Mr Ian Ravenhill Tel 01629 812734

School Governor (Safeguarding) –Mrs A Hetherington – Tel 0114 266 8408

Chair of Governors – Mr Paul Houghton – 01629 812734

Call Derbyshire Tel: 01629 533190

Starting Point (for children ‘at risk’ & ‘in need’) Professional help line Tel 01629 535353

Out of hours Rapid Response Team Tel: 01629 532600

Derbyshire Safeguarding Child Protection (Schools) Manager –Tel: 01629 531079
Email: CS.CPMSchools@derbyshire.gov.uk

Local Authority Designated Officer (for allegations against professionals) (LADO) -
Miles Dent - Email: miles.dent@derbyshire.gov.uk or
Professional.Allegations@derbyshire.gov.uk

Child Missing from Education – Marilyn Simcock Tel 01629 536520

Childline: Tel: 0800 1111; Freepost, London 1111, N1 0BR

Independent Schools Inspectorate: CAP House, 9 – 12 Long Lane, London. EC1A 9HA.
Tel: 020 7600 0100

NSPCC 0808 800 5000

PREVENT – Ali.Chandler@derbyshire.gov.uk Tel: 01629 538494 Mobile: 07771 980107

Derbyshire Constabulary (For reporting FGM and extremism concerns) - 101

DfE helpline for non-emergency advice – 020 7340 7264

Useful Websites

www.ofsted.gov.uk

www.dscp.org.uk

www.nspcc.org.uk

www.isi.net

This policy is to be used in conjunction with and refers to the following policies:-

Anti-Bullying policy

Attendance policy

Boarding policy

Complaints policy

Appointments and Recruitment policy

Online Safety policy

Sex and relationship Education policy

Screening Searching and Confiscation Policy

Staff handbook (which includes staff code of conduct)

Supervision policy

Whistle Blowing policy

Educational visits guidelines

Low level concerns policy

Copies of the following documents are kept in the Safeguarding Portfolio in the Prep School Staff Room:-

Keeping Children Safe in Education (2023). This incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (September 2018)

Working Together to Safeguard Children (2019)

Child abuse concerns: guidance for practitioners (2015)

Prevent Duty Guidance: for England and Wales (2021)

The Prevent duty: Departmental advice for schools and child-minders (2015)

The use of social media for on-line radicalisation (2015)

Guidance for safer working practice for adults who work with children and young people in education settings (2019)

Sexting in schools and colleges: Responding to incidents and safeguarding young people. (2016)

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

Searching, screening and confiscation advice for head teachers, schools and governors. (2022)

Child sexual exploitation – definition and guide for practitioners (2017)

Children missing education: statutory guidance for local authorities (2016)

The Derby and Derbyshire Safeguarding Children Partnership (DDSCP) procedures are designed to be accessed electronically and can be found at www.ddscp.org.uk

A 'child' as written in this policy refers to a child to the age of 18 and includes those children in Early Years provision.

Introduction

S. Anselm's School is part of the Birkdale family of schools and fully recognises its responsibilities for Child Protection and Safeguarding; this policy sets out how the School will deliver these responsibilities.

The School cannot fulfil its aims unless its children are safe and well.

The school acknowledges that safeguarding is the responsibility of everyone – staff, Governors and Volunteers, all of whom should play their part in keeping children safe and will take a child-centred approach based on a clear understanding of the needs and views of the child.

It is written in accordance with the Derby and Derbyshire Safeguarding Children Partnership (DDSCP); and in compliance with the DfE documents Keeping Children Safe in Education 2023 (KCSiE) and Working Together to Safeguard Children 2019 (WTTSC). Keeping Children Safe in Education Part 1 (2023) must be read by all members of S. Anselm's staff.

The school will appoint a DSL, who is a member of the Senior Leadership Team, who will take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes). See Appendix 4 for job description.

The school will follow the procedures set out by the DDSCP and in accordance with this will carry out an annual audit of its safeguarding provision (Lent term) which is sent to the DDSCP. The school acknowledges that the three safeguarding partners – local authority, health and police – have a shared and equal duty to work together to safeguard and promote the welfare of children and will follow the procedures set out by each partner where appropriate.

Alongside this policy S. Anselm's School aims to create a culture of vigilance in which safeguarding concerns are identified and acted upon swiftly in order to ensure that all children reach their full potential. As part of this the School acknowledges the importance of

- acting on and referring the early signs of abuse
- clear record keeping
- listening to the child
- reassessing when situations do not improve
- sharing information quickly
- challenging inaction
- acting in the best interests of the child at all times.

The policy also acknowledges that those children who have suffered or are likely to suffer from significant harm should be referred to social care immediately and those

who are in need of additional support from one or more agencies should be subject to an inter – agency assessment which will include the use of the Common Assessment Framework – CAF, the Team Around the Child - TAC approaches and the Early Help Assessment process.

Identifying safeguarding concerns

Knowing what to look for is vital to the early identification of abuse and neglect. Significant changes in a child's behaviour, deterioration in the child's general well-being and children's comments that cause concern should alert staff to a possible concern. If staff members are unsure they should always speak to the Designated Safeguarding Lead Staff are able to speak directly to children's social care should they have a concern.

It is important that children receive the right help at the right time to address risk and prevent issues escalating. A child protection concern is defined as information that suggests a child is suffering, or is likely to suffer, significant harm. This should be reported immediately to Call Derbyshire 01629 533190, usually by the DSL. A child welfare issue is defined as information that suggests a child's physical or mental health or development is being, or may be, impaired, but where it is not believed that this meets the threshold of a child protection concern; in Derbyshire, the point of contact is Starting Point initially by completion of a referral form online at www.DDSCP.org.uk. It may be that the child lives in a different local authority and their policies may differ slightly; advice should be sought from Starting Point and that authority.

Children who may require early help or who are risk of increased vulnerability

Staff working within the school should be alert to the potential need for early help for children, following procedures identified for initiating early help using the local Safeguarding Partnership Threshold document and also consideration for a child who may benefit from early help. This means providing support as soon as a problem emerges at any point in a child's life, this should be discussed in the first instance with the DSL or deputy and an early help assessment can be carried out together with the family.

Pupils who may benefit from early help / closer observation are as follows, however this list is not exclusive: -

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage
- Is or maybe LGBTQ+
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.
-

Definition of Safeguarding

Protecting children from maltreatment;

Preventing impairment of children’s physical and mental health or their development;

Ensuring the children are growing up in circumstances consistent with the provision of safe and effective care; and

Taking action to enable all children to have the best life chances.

Types of Abuse

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so they are able to identify children who may be in need of help or protection.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In many cases multiple issues will overlap with each other.

Child abuse is a form of maltreatment of a child and covers any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional but it can also be caused by neglect, failing to prevent the harm to a child by a lack of love, care and attention. Children may be abused in a family or in an institutional or community setting; by those known to them or by others (e.g. via the internet).

All staff should be aware that that safeguarding incidents and behaviours can be associated with factors outside of the school and can occur between children outside the school. All staff 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 such as sexual exploitation, criminal exploitation and serious youth violence.

Failure to act to prevent harm can also be considered child abuse.

There are four types of abuse as defined in ‘Keeping Children Safe in Education (2022)’: - Physical, Emotional, Neglect and Sexual (See also Appendix 1)

Physical abuse

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.

Emotional abuse

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

Sexual abuse

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

The sexual abuse of children by other children is a specific safeguarding issue in education. (See child on child abuse).

Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

What behaviours and signs to look for in each definition are included at Appendix 1.

Specific Safeguarding Issues

All staff should have an awareness of the breadth of safeguarding issues and be aware that behaviours linked to the likes of drug taking, alcohol abuse, domestic violence, truanting and sexting put children in danger.

Staff should also be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to bullying (including cyber bullying), gender based violence / sexual assaults, harassment and sexting.

There are specific issues that have become critical issues in Safeguarding that the School will endeavour to ensure their Staff, Governors and Volunteers are familiar with; having processes in place to identify, monitor and report.

- Bullying including cyber bullying
- Child sexual exploitation
- Children at risk of criminal exploitation (CRE) as defined by local safeguarding partnership procedures
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital mutilation
- Forced Marriage
- Gangs and Youth Violence
- Gender based Violence
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- Sexting / on – line abuse
- Teenage Relationship abuse
- Trafficking
- Missing children
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

Staff are able to access broad government guidelines on these issues listed above in the Safeguarding Portfolio and local procedures, strategies and tools through the Local Safeguarding Partnerships.

Mental Health

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse Childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is vital that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, A notice of concern form should be completed and the DSL or deputy informed immediately.

More information can be found in the Mental health and behaviour in schools guidance (2018)

Concerns about a child – what to do

In the event that one of us does receive such information, it is vital **and a legal requirement** that it is dealt with as here described.

Mrs Alison Whawell is the Designated Safeguarding Lead (DSL) and Mrs Helen Seddon, Mrs L Donnelly & Mr I Ravenhill are the Deputy DSL's at S. Anselm's School. Mrs A Hetherington is the named Governor with responsibility for Safeguarding. However, in exceptional circumstances, any member of staff is able to make a referral to external agencies. During school hours the DSL and deputy are usually in school should a child protection concern arise, outside of these times they are available by phone, otherwise Mrs L Donnelly, Head Teacher, can be contacted.

Staff should not assume that a colleague or another professional will take action and share information that may be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment and allocation of appropriate service provision.

As staff we are well placed to observe and monitor, notice changes or patterns in a child's behaviour and as such have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and to work together to provide children and young people with the help they need.

Staff can feel confident that they will be supported should they raise a concern.

Where any staff member has what may be described as 'low level' concerns, which do not amount to suspicion of abuse, but where there is a chance that such abuse may occur, then the designated staff member will discuss these with the DSL.

A flow chart of the course of action to take is included at Appendix 2 and is displayed on staff room notice boards. All staff should maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, the staff member should always act in the **best** interests of the child. Fears about sharing

information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Any member of staff who is told of any incident or has a suspicion of child abuse occurring in the school, or to a pupil of the school at home or outside the school must report the information immediately to the DSL / deputy. If the allegation or suspicion is about the Head or a governor, the report should be made to the Chair of Governors, without the knowledge of the Head or governor.

All staff should reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for raising a concern. Staff members and other adults at the school, should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them something serious. They should, however, guarantee that they will only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort the problem out, that they will never tell anyone who does not have a clear 'need to know', and that whatever steps necessary will be taken to protect the informing pupil or adult from retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse has been made.

Staff should be aware that pupils may not feel ready or know how to tell someone they have a concern but staff should maintain a professional curiosity.

Any staff member to whom an allegation of abuse is made should:

1. Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the pupil or adult who has approached them. (Do not ask questions like "Did he do x to you?" using instead a minimum number of questions of the "Tell me what has happened" type). Do not offer alternative explanations and avoid making assumptions.
2. Stop asking any more questions as soon as the pupil or adult has disclosed that he or she believes that something abusive has happened to him or her, or to someone else.
3. Tell the informing pupil or adult that the staff member will now make sure that the appropriate people are brought in to follow the problem up (these will include the specialist social worker, and that worker may need to involve the police).
4. Ask the informing pupil or adult what steps they would like taken to protect them now that they have made an allegation, and assure them the school will try to follow their wishes.

5. Refer the matter immediately with all relevant details (including 'Notice of Concern' form, available in the staff room) to the persons responsible – either DSL / deputy or Chair of Governors.
6. Make a written record as soon as possible of what they have been told, and make a copy of this available to the person responsible. Keep your original notes, however scruffy.

Child abuse to be reported includes abuse of a pupil by a staff member or other adult, abuse at home which a pupil reports to staff; abuse by a stranger outside school, and abuse of one pupil by another pupil.

If the concern raised is about rape or assault by penetration the pupils should be kept separate at all times.

School staff should not investigate reports of any type of abuse themselves, without prior consultation with statutory authorities. Alleged victims, perpetrators, those reporting abuse and others involved should **not** be interviewed by school staff beyond the point at which it is clear that there is an allegation of abuse.

One of the major reasons for the inclusion of boarding schools within the Children Act 1989 was to ensure the local child protection procedures are followed in cases of alleged child abuse, and these require that to minimise the risk of problems that have occurred in the investigation of abuse elsewhere in the country, the interviewing of children and adults involved is now carried out by specially trained staff only, following procedures agreed between (amongst others) the local authority and police in line with government requirements and in the light of the recommendations of past inquiries into the handling of child abuse issues.

These are designed to avoid unnecessary or repeated interviewing and examinations, to involve the police and medical examinations as appropriate and in the light of the experience of previous investigations, and to avoid the 'contamination' of evidence that may later be needed in court by interviews that may have 'led' a witness.

It is important to acknowledge that the Children Act 1989 will inevitably lead to some investigations being triggered which do **not** substantiate the allegation made, as well as those that do – it is a basic assumption that it is better to endure some 'false alarms' than to fail to initiate specialist investigation of instances of real abuse. Derbyshire children's services may choose to work with the Head, staff and pupils involved in any 'false alarm' investigation to assist in recovery from the incident, as well as working with the school to assist in 'living through' and recovering from a substantiated investigation.

After the DSL / deputy has received an allegation of abuse, they will need to co-ordinate various courses of action. They will review the information and discuss the course of

action to be taken using the guidance in the local Safeguarding Partnerships thresholds indicator table. (Appendix 10), as well as national, local and education-based risk identifying, assessment tools and guidance to support the identification of needs and decision making, such as: DDSCP multi-agency guidance, tools and briefing notes, for example Self-harm and Suicidal Behaviour Guidance, Briefing Note: Harmful Online Challenges and Hoaxes, Guidelines for gathering information and assessing the needs of children whose parents have drug/alcohol issues, Practice Guidance Child Sexual Abuse within the Family, Schools Stopping Domestic Abuse Together Guidance, which are available via DDSCP documents library. National guidance and assessment tools are also available on line such as 'Stop it now'

Early Help

Early help work can be undertaken in school with partner agencies where necessary, an assessment can be made by DSL / deputy and a plan developed using a 'think family' approach and the safety and wellbeing grid (kept by DSL / deputy). Records will be kept and support offered to staff should early help activity be needed.

Starting Point is Derbyshire's first point of contact and referral service should this be needed and the early help assessment and plan should form part of that referral process. Where there is a difference of professional opinion around the referral and / or any steps taken by Starting Point, we will escalate our concerns including into Starting Point, asking to speak to a Starting Point manager.

Referral to Children's Social Care

If it is thought to be a child protection issue the matter will NOT be investigated further, but Call Derbyshire - 01629 533190 will be contacted. Should the concern be 'out of hours' there is an Emergency Rapid Response Team Tel: 01629 532600. It may be necessary to allocate another staff member to stay with the child (preferably a teacher of the child's own choice). In cases of serious harm, the police will be informed from the outset. (Use NPCC – When to call the police for further advice if needed)

There should be early consultation with DDSCP before speaking to parents or other staff, the police, the alleged perpetrator or witnesses. The DSL will be advised by Derbyshire children's services as to whether (a) parents should be told (there are clearly circumstances where this would be inappropriate) or (b) any medical treatment or examination is necessary (again, this would be contra-indicated in some situations). Further advice will be taken as to whether the child should be isolated, or any other staff be informed. Experience has shown that once an investigation is under way, there is the possibility of perpetrators being 'warned' and pressure applied to potential witnesses. It may be, therefore, that if you have to report an incident, you will hear nothing further for some considerable time, since specialist social workers/police will deal with it.

The School will ensure, following the advice of those investigating, that the family are informed about their concerns and proposed actions unless to do so would place the child at risk of significant harm. Should parents be allowed to be informed the parent

/carer and the child, if sufficiently mature, should be helped to understand the processes involved and kept informed about the progress of the case and of the outcome. This will include the outcome of any disciplinary process, but not the deliberations of, or the information used in a hearing.

In any subsequent interview involving the child, a staff member of the child's choice, may be required to accompany the child as an 'Appropriate Adult'.

If a concern is raised and there is a difference of professional opinion between the School and Derbyshire children's services, the School is able to escalate their concerns using the local Safeguarding Partnerships Escalation policy available from DSCB website.

Children potentially at greater risk of harm & Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs and may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Looked after children

Children who are 'looked after' by a local authority will have current assessment information provided by that authority, the most recent care plan and details of contact arrangements with parents. Current child care arrangements and the level of authority delegated to the carer by the Local Authority looking after them should also be provided. A designated teacher will be appointed to promote the educational achievement of such children.

The DSL will have details of the child's social worker and the name of the 'virtual school head', in Derbyshire this is Kim Brooks, who looks after them. Staff will also be provided with any extra necessary training required to keep looked after children safe

Allegations of abuse against a member of staff

Allegations of abuse may be made against a member of staff, a volunteer, a Governor, a pupil, parent or other person connected to the School. Abuse allegations against staff will be dealt with according to the statutory guidance set out in Part 4 of KCSIE and

section two of the DDSCP procedures Allegations Against Professionals. It will be followed in respect of all cases in which it is alleged that a teacher or member of staff (including a volunteer) has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm if they work regularly or closely with children. Further information:

<https://www.gov.uk/guidance/making-barring-referrals-to-thedbs#what-is-the-harm-test>

Staff and volunteers who hear an allegation of abuse against another member of staff or volunteer should immediately report the matter to the Head, unless the Head is the person against whom the allegation is made, in which case the allegation must be made to the Head of the Birkdale family of Schools – Mr P Harris - without the Head being informed. In the Head's absence, the allegation should be reported to the Head of the Birkdale family of Schools. Should the allegation be about the Head of the Birkdale family of schools, the Chair of the Governing body should be informed. In the case of serious harm, the Head (or Chair of Governors or liaison Governors for Child Protection as appropriate) should inform the police immediately.

Where the allegation(s) concern the DSL, the staff member should report the matter to the Head, or, in her absence, to the Head of the Birkdale family of Schools or if unavailable to the Chair of Governors.

In the event of an allegation being made against a member of staff, the Head will immediately, and without further investigation, refer the matter to the LADO. It is essential that all information pertinent to the case be communicated to the LADO as the failure to pass on a critical piece of information could materially affect the advice given. Only if the allegation were trivial or demonstrably false would a referral not be warranted. The LADO's advice will be sought in borderline cases. Where it is clear that an investigation by the police or Children's Social Care services is unnecessary, the LADO's advice should be taken as to how the allegation should be dealt with; it is possible that the School will be allowed to investigate the allegation and deal with the member of staff in accordance the School's disciplinary procedure. The adult to whom the allegation relates should not be informed without the explicit consent of the LADO. In the event of an allegation being against the Head or a member of the Governing Body, the Chair of Governors or, in his absence, the liaison Governor for Child Protection, should be contacted immediately to determine whether the details of the allegation are sufficient to warrant an investigation. If there is reason to suppose abuse could have occurred, s/he will immediately, without further investigation and without informing the Head refer the matter to the LADO. In any case, any safeguarding allegation against the Head or a member of the Governing Body can be referred directly to the LADO. Only if the allegation were trivial or demonstrably false would a referral not be warranted.

If the allegation concerns a member of staff or a volunteer, he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The individual should be advised to contact their trade union representative, if

they have one. The School will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.

Allegations against a member of staff who no longer work at the school (and historical allegations) will be referred to the police.

The parents of the pupil will be involved of the allegation as soon as possible, if they do not already know of it – although where external agencies are involved the communication with the accused and parents will not occur until it has been agreed what information can be disclosed. Parents will be kept informed of the progress of the case, including the outcome of any disciplinary process.

Suspension:

The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the case manager to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported: all options to avoid suspension should be considered prior to taking that step. If the case manager is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the designated officer(s), children's social care or the police as required, but suspension is highly unlikely to be justified based on such concerns alone. Suspension should be considered only in a case where there is cause to suspect a child or other children at the school is/are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or until the allegation is resolved, and may wish to seek advice from their personnel adviser and the designated officer(s).

In cases where the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual who works at the school, immediate action should be taken to ensure the individual does not carry out work in contravention of the order, i.e. pending the findings of the TRA investigation, the individual must not carry out teaching work. The case manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases, an investigation can be resolved quickly and without the need for suspension. If the designated officer(s), police and children's social care services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension.

Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the school so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not meet the member of staff, making it clear that this is not a punishment and parents have been consulted.

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended. If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the designated officer(s). This should also include what alternatives to suspension have been considered and why they were rejected. Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details. Children's social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the governors of the school. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, the designated officer(s) should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment. Any further action will be taken with in accordance with Part 4 of KCSiE and the School's employment procedures. The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive) or 'unfounded' (to reflect cases where there is no evidence or proper basis which supports the allegation being made). If it is established that the allegation is false, unsubstantiated or malicious, no details of the allegation will be retained on the individual's personnel records, and it will not be referred to in employer references. In all other circumstances, a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice. If the allegation is made against a member of the boarding staff who is resident in a boarding house, it may be appropriate for the School to place the individual concerned in alternative accommodation away from children, particularly if that person is suspended.

During the course of the investigation the School in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Parents or carers should be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. Any pupils who are involved will receive appropriate care. Any further action will be taken with in accordance with Part 4 of KCSiE and the School's employment procedures.

As a school we will apply the views of the LADO, KCSiE and WTSC when making a decision about suspension.

Records concerning allegations of abuse must be preserved for the term of the Independent inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegation if it is longer.

Timescales - It is in everyone's interest to resolve cases as quickly as possible and is consistent with a fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. Target timescales are provided from KCSiE (September 2022): the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months. See KCSiE 2023 and WTSC 2018 for further details.

If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the School will consider making a referral to the Teaching Regulation Agency (TRA) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found at

<https://www.gov.uk/government/publications/teacher-misconduct-theprohibition-ofteachers>

The School will report promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. We will consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be an appropriate action. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

Allegations against a teacher who is no longer teaching should be referred to the police.

Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in Teacher misconduct: the prohibition of teachers (October 2018).

Further guidance is published on the Teaching Regulation Agency website.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/752668/Teacher_misconduct-the_prohibition_of_teachers_.pdf

Low Level Concerns

S. Anselm's School looks to 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.

Please see Low Level Concern Policy.

Additional Guidance

One to One situations with Pupils

Whenever possible staff should ensure that they do not spend time in one to one situations with children. That said, the very nature of the job, as both teacher and carer, means that these situations will arise on more than an infrequent basis. During these situations the member of staff should try to ensure that:

- They ideally do not locate themselves in a room without windows
- The door to the room is (whenever possible) left ajar
- They do not position themselves between the pupil and the door
- They let another member of staff/adult know that they are seeing the child in the room and inform the child of this fact

(See also: Guidelines for Educational Visits)

Children with special educational needs and disabilities

Children with special educational needs and disabilities can face additional safeguarding challenges and staff should consider if extra pastoral support is necessary in individual cases. Staff should be aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can be

- Assumption that indicators such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for this group of children to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Pupils with special educational needs may be more vulnerable to child on child abuse and harassment
- Communication barriers and difficulties

Staff should also be aware of the higher risk of peer isolation of children with special educational needs and disabilities and consider how they can promote positive integration.

Further information can be found at councilfordisabledchildren.org.uk

Young Carers

The school will recognise the needs of young carers in that they can be more vulnerable or placed at risk and will ensure that they are supported to help reach their potential which may lead to a referral for early help and an assessment of their needs.

Physical Contact

Physical contact between staff and pupils should be avoided whenever possible. That said, the very nature of the job (teachers in loco parentis and house parents / nurses / carers) will mean that situations will arise when comfort is required by a child. During these situations the member of staff must ensure that physical contact is kept to a minimum and in no way could be interpreted as of a sexual or intimidating nature and that the contact does not really take place on a one to one basis (see notes on One to One contact, also Boarding Policy).

If immediate action needs to be taken to protect a child (e.g. in the case of fighting) and physical intervention proves necessary, it should involve the minimum of force required to prevent injury to persons and damage to property. A sole teacher is advised not to intervene unless absolutely necessary, but to raise the alarm and summon assistance. The Head and DSL should always be informed in such cases.

Child on child Abuse

(See also anti – bullying policy)

We recognise that children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to):

- abuse within intimate partner relationships (including intrafamilial harm such as sibling abuse)
- bullying (including cyberbullying)
- sexual violence and sexual harassment
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or
- otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.
- sexual violence and sexual harassment between children in schools and colleges
- consensual and non-consensual sharing of nudes and semi-nude image and/or videos (sometimes referred to as ‘sexting’ or youth produced imagery). See ‘Sharing nudes and semi nudes: how to respond to an incident’: Sharing nudes and semi-nudes: how to respond to an incident (overview) - GOV.UK (www.gov.uk)

Context

- Sexual violence and sexual harassment can occur between two children of any age and sex (See Appendix 5)
- It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children
- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment
- Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support
- Staff should be aware that some groups are potentially more at risk

- Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts
- educating pupils on why child to child abuse is unacceptable
- reducing barriers to enable pupils to have a safe space to allow children to speak openly or share their concerns
- the likelihood that girls are more likely to be victims and boys perpetrators
- understanding that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. As such, it is important if staff have any concerns regarding child on child abuse they should speak to the Designated Safeguarding Lead (or deputy).
- reporting concerns to the DSL who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. This will may a referral into the Police and Social Care. S. Anselm’s School will consider and may apply the behaviour policy. S. Anselm’s School will offer support to both victim and alleged perpetrator.

Recognising that dismissing or tolerating such behaviours risks normalising them. Staff at S. Anselm’s School must take a zero tolerance approach abuse. Staff should also be aware that when investigating / interviewing pupils claims of child on child abuse, it is strongly recommended that two members of staff from the Safeguarding team / SLT are present at all times.

Sexting

See Appendix 6

It should also be noted that it is now a criminal offence (Sexual Offences Act 2003 section 15A) to intentionally communicate with a child under 16 for the purpose of sexual gratification if the communication is sexual or intended to encourage the child to make a communication that is sexual. This may be by email, text, written note or verbally. The offence is designed so that it does not criminalise ordinary or educational interactions between children and adults or communications between children themselves. Staff should follow the UKCCIS Guidance Sharing nudes and semi nudes (2020) kept in the Safeguarding portfolio.

Child Sexual Exploitation & Child Criminal Exploitation

We recognise that this is relevant to both boys and girls, but it is important to be aware that the experience of girls who are criminally exploited can be very different to boys.

Both child sexual exploitation and child criminal exploitation are forms of child 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 or criminal 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 abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Risk factors may include;

- Going missing, staying out unusually late
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Overly secretive
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Association in gangs
- Unexplained injuries
- Carrying weapons, access to or carrying unusual number of mobile phones

Staff should be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such and a significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Where CSE/CRE, or the risk of it, is suspected, staff should discuss the case with the DSL. If after discussion there remain concerns, local safeguarding procedures should be triggered, including referral to local authority (LA) children's social care and the police, regardless of whether the victim is engaging with services or not.

The criminal exploitation of children: County Lines

Signs which may indicate criminal exploitation:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts /phone calls
- Relationships with controlling /older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault /unexplained injuries
- Parental concerns

- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Criminal exploitation of children is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals; including, reference to the Safeguarding procedures as outlined by the local authority. This will mean a referral into the Police and Social Care. The school will offer support to a victim.

Serious Violence

All staff should be aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include absence from school, a change in friendships, or relationships with older individuals or groups, a significant decline in performance, signs of self – harm or a significant change in well-being or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by or are involved with individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. If a member of staff suspects a pupil/student being involved in gang culture, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead, who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The pupil may be an exploited child and victim to which the school will offer support.

Prevent duties & Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism, however there is no single way to identify an individual who is likely to be susceptible to extremist ideology. Staff should be alert to changes in pupil's behaviour, which may indicate a need for help or protection.

Prevent – all schools now have a duty under the Counter Terrorism and Security Act 2015 to 'prevent' pupils being drawn into terrorism. This duty is known as the Prevent duty and summarises the requirements on schools to assess the risk of a child being drawn into terrorism by understanding the risks affecting children and how to identify such children, training staff to be able to identify such children and to protect children from exposure to terrorist and extremist material when accessing the internet by a commitment to providing effective filtering and monitoring systems which will include monitoring the activities of pupils when on line in school and actions taken relevant to the activity.

S. Anselm's School will report any concerns about radicalisation issues as a safeguarding concern and will make referrals to the Channel programme where a risk is identified and the pupil may need to de – radicalize.

See Appendix 11 for Prevent Action Plan.

Female Genital Mutilation (FGM)

S. Anselm's School recognises and understands that there is a now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead within the School unless there is a good reason not to do so.

Signs may include;

- Days absent from school
- Not participating in Physical Education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category* especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM

**parents from a country who are known to practice FGM*

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers and healthcare professionals (from October 2015), to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Missing Education / Absent from Education

Absent from education: those children who do not arrive at school and there is no explanation for their absence. This can be a potential indicator of abuse or neglect and children's attendance should be monitored carefully to help identify the risk of abuse including neglect and sexual exploitation and to help reduce the risk of them going missing in the future.

For any pupil who is absent without an explanation the parent will be telephoned on the same day, to ask for an explanation of their child's absence. See Attendance policy.

Missing education: children of compulsory school age who are not registered at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation.

The law requires all schools to have an admission register and an attendance register. All pupils must be placed on both registers. Derbyshire County Council must be

informed, by the DSL, when a pupil is admitted or leaves the school outside of normal entry / leaving age within 5 days. Normal leaving age for pupils at S. Anselm's School is considered to be at the end of Years 2, 6, & 8. CME (Children missing from Education) does not need to be notified of these leavers unless there are any safeguarding, educational welfare or non-payment of fee concerns. The school does have a duty to ensure that these leavers are in attendance at the School specified upon leaving and will do this by contacting the forwarding school in person.

If notification of the next school is not received, the local authority will be notified after 10 school days using the referral form during which period S. Anselm's will make every effort to contact the parents to try and identify the forwarding school. The CME Derbyshire contact for the school is Marilyn Simcock.

The school will inform their local authority of any pupil of normal school age (i.e not EYFS) who is going to be deleted from the admission register where they:

- leave the school outside the normal leaving age for S. Anselm's (end of Year 2, 6, & 8)
- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority will be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but before deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Should a child go missing during the school day or boarding time from S. Anselm's School the guidelines to follow are in the boarding policy.

Further information can be found in Children Missing Education: statutory guidance for local authorities (2016).

Domestic violence

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. This abuse can be physical, financial, sexual, emotional or psychological. Children can be victim of domestic abuse and may see, hear or experience the effects of abuse at home and / or suffer abuse in their own intimate relationships (teenage relationship abuse). All of this can have a detrimental and long

term impact on their health, well-being, development and ability to learn. Notifications of domestic violence will be received by Derbyshire police if they have responded to an incident of domestic violence in a household where there are children, whatever level the violence is considered to be. The Head and DSL will receive this notification and then will pursue an appropriate course of action, notifying all relevant parties as appropriate. Further supporting advice is available in Domestic Abuse Notifications - Stopping Domestic Abuse Together (SDAT) Guidance (2022) which is kept in Safeguarding Portfolio.

Teaching of safeguarding

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

Children at S. Anselm's are taught about safeguarding & healthy relationships at an age-appropriate stage, covering issues such as: healthy and respectful relationships, boundaries and consent, stereotyping, prejudice and equality, body confidence and self-esteem, how to recognise an abusive relationship - including coercive and controlling behaviour, the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and what constitutes sexual harassment and sexual violence and why these are always unacceptable; through assemblies, tutor periods, PSHE lessons and the provision of a broad and balanced curriculum which will prepare them for life in modern Britain, in line with the statutory obligations.

See also Sex and Relationship Education policy & Behaviour policy

Equality

Members of the S. Anselm's community, will not unlawfully discriminate against staff or pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

S. Anselm's School will have due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. Specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them, such as sexual violence and sexual harassment, misogyny/misandry and racism. Good record-keeping and monitoring of all forms of abuse and harassment is essential and these records are kept in a dedicated book in a locked cabinet in the School Office.

Online safety

S. Anselm's School has a separate online safety policy as we recognise that children should be safeguarded from potentially harmful and inappropriate online material. A

whole school approach to protect and educate our pupils and staff in their use of technology and mechanisms established to identify, intervene in, and escalate any concerns where appropriate. The school will do all we can to limit children's exposure to risks from the school's IT system and will ensure their school has appropriate filtering and monitoring systems in place which are regularly reviewed for their effectiveness (Meeting digital and monitoring standards in schools and Colleges. DfE 2023).

The online safety policy takes into account the four areas of risk:-

- content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

S. Anselm's School does not allow the use of mobile phones or other technologies such as smart watches.

The school apply appropriate monitoring and filtering on all school devices which the pupils are able to access such as PC's, ipads and laptops.

S. Anselm's school communicates regularly (at least termly) with parents about the importance of online safety and who their child is communicating with online.

S. Anselm's school will ensure an appropriate level of security protection procedures in place in order to safeguard our systems. The effectiveness of these procedures will be reviewed periodically to keep up with evolving cyber-crime technologies.

Technology, and risks and harms related to it, evolve, and change rapidly and the annual review of the Online safety policy will include a review of the approach to online safety, which will reflect the risks the pupils face.

Cyber bullying

See separate Anti – bullying policy.

Travelling in Minibuses / cars

Members of staff are reminded that they are in loco parentis and, as such, must drive with due caution and care. This care extends to ensuring that safety is paramount when boarding and alighting. Whilst it is very often the case that a single member of staff will drive a minibus (and that this is perfectly acceptable), staff are reminded that minibuses and cars represent the same enclosed area as a classroom and that the guidelines on Physical Contact and One to One situations, as outlined in the Staff Code of Conduct,

apply as readily here as in any other situation. For example, it is preferable to seat any children in the back seats if they are travelling with you in a car.

Information Sharing

Information sharing between agencies is vital to safeguarding and promoting the welfare of children and young people. This should be carried out in a timely and effective manner which can reduce the risk of harm to a child. The seven golden rules for information sharing can be found at Appendix 7. Fears about sharing of information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. S. Anselm's School will also request child protection information from new pupils' previous schools and a record of these requests will be kept by Mrs Seddon.

Whilst the Data Protection Act 2018 and General Data Protection Regulation (GDPR) places duties on organisations and individuals to process personal information fairly and lawfully, it is NOT a barrier to sharing information where a failure to do so would result in a child being placed at risk of harm. Fears about information sharing cannot be allowed to stand in the way of the need to promote welfare and protect the safety of children.

How to raise a concern

There is information available within the boarding house which details names and telephone numbers of people / organisations who can help should a child have concerns. (See Appendix 3).

If staff have concerns about another member of staff or safeguarding practices, there is a section in the Complaints policy on 'How to raise a concern' (whistle blowing). At S. Anselm's staff can be reassured that their concerns will be taken seriously.

Recruitment

All staff should be checked prior to commencing employment in accordance with the School's Appointment & Recruitment Policy and candidates should be aware that online searches may be carried out in line with current guidance in KCSiE 2023.

Private fostering

A private fostering arrangement is an arrangement made without the involvement of the local authority by a parent for the care of their child to pass to someone who is not their close relative. The private fosterer does not have parental responsibility. The school have a responsibility to advise the parents that the Local Authority should be informed of this arrangement, equally the private fosterer should also notify the Local Authority they will be caring for a pupil that they are not a close relative of. However, should either party fail to do so the School has a duty to contact the Local Authority for further advice.

If a pupil lives with a family for 28 days or longer this is considered a private fostering arrangement and notifications should be made accordingly.

Publication of children's images

When publishing images of children in school documents or on the website, care must be taken to minimise the risk of such images being modified to create inappropriate or indecent images. Staff should be mindful of child protection issues and raise concerns with the DSL if they become aware of anyone taking an unusually large number of images or taking images in inappropriate settings such as cloakrooms, toilets or changing areas or taking images of children who are apparently unaware that they are being photographed or filmed. A list of children whose image is not to be published or displayed is requested on admission to the school and details are kept in the School office.

Use of mobile telephones and cameras

(See also Staff Handbook)

S. Anselm's School recognises that personal communication through mobile technologies is an accepted part of everyday life for learners, staff and parents/carers, but technologies need to be used safely, professionally and appropriately within the setting. Members of staff will refer to and adhere to the school's acceptable use policy and any other policy where the staff use of personal devices and mobile phones is referred to such as the Teacher Handbook.

Mobile telephones, cameras and any other devices with imaging and sharing capabilities should be kept away from children in bags or cupboards and should only ever be used for specific professional tasks such as two factor authentication to access the school's ISAMS.

In the Pre-Prep and Prep school the teacher should always use a school trip mobile phone when on an excursion rather than their own device and this contact number should be recorded on the Risk Assessment. If a member of staff considers that a photograph/film of child/children would be beneficial for school purposes (such as for school marketing), they may use their own device but the photographs/film must be transferred to school's photo sharing group at the earliest opportunity and deleted from the member of staff's personal device as soon as is practical.

For EYFS there are dedicated iPad for use by staff and children for recording their pictorial evidence for 'Tapestry'. School mobile telephones should be taken on nursery excursions (for walks and visits). EYFS staff should comply with the above guidance for the use of personal mobile telephones, cameras and any other devices with imaging and sharing capabilities and NEVER take photos of the EYFS children on a personal device.

Record Keeping

S. Anselm's School uses iSams for keeping a record of pupils wellbeing which is an electronic system for recording of important information which may have an impact on students' behaviour and performance. Once the information recorded on iSams becomes a safeguarding or child protection matter, the information is then transferred to the paper based system kept by the Safeguarding team. If an incident or concern is raised that is immediately identified as a safeguarding or child protection concern then the 'Notice of Concern' kept in the Staff Rooms should be completed., Any records or notes made during conversations, even if on scraps of paper, should be kept. All concerns,

discussions and decisions made, and the reasons for those decisions, should be recorded in writing. A chronology is maintained for each child which outlines how the concern has been followed up, actions taken, decisions reached and the outcome.

For a staff member who has raised the concern, they will be kept informed of any outcomes wherever possible.

Information should be kept confidential and stored securely and at S. Anselm's School, all safeguarding information relevant to children is kept in an individual file (one per child, one per sibling) in a locked cabinet in the School surgery. Only DSL and deputy have access to this cabinet. Safeguarding files will be reviewed at least annually and at the same time as the safeguarding policy is reviewed if possible.

All safeguarding information relevant to staff is kept in a locked cabinet in the Head teacher's study and only Mrs Donnelly and the Head of Birkdale family of Schools has access to this cabinet

Should a concern have been raised with Derbyshire Social Services the DSL / deputy will follow this up with the named worker at agreed times. A record of this will be kept in the child's safeguarding file.

Child protection files – when a child transfers to a new school, the child protection file will be securely transferred by the DSL / deputy, separately to the main pupil file and a confirmation of receipt obtained. This should be done within 5 days of the start of term or from the date of transfer if in term.

Records will be kept securely until such time as notified by the ongoing National Independent Enquiry into Child Sexual Abuse. Records will then be disposed of in line with DSCB guidelines available in Safeguarding Portfolio.

Training

As advised by DDSCP training is as follows: -

DSL & DDSL's – Every 2 years

(Job description available at Appendix 4)

All other staff and the named Governor and Chair of Governors are trained locally in Local Safeguarding Partnership Child Protection procedures every 3 years. Each time Part One of KCSiE is updated by DfE existing staff will be updated. Staff should ensure their safeguarding training is up to date however the DSL and deputy will update staff at least annually in safeguarding matters to provide them with the relevant skills and knowledge to safeguard children effectively.

Safer recruitment training is provided every 5 years

New Staff (including temporary staff and volunteers) - On induction all new members of staff will be provided with training in child protection. This will include a copy of this policy, the Staff handbook which includes the Code of Conduct for staff, whistle blowing policy, behaviour policy & Online safety policy – which will include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring; be made aware of the identity of key people –DSL& deputy – Mrs A Whawell, Mrs H Seddon, Mrs L Donnelly & Mr I Ravenhill and provided with Part One of KCSiE. All staff should be aware of these policies and have read them and

signed to acknowledge that they have done so and that they understand them and should be able to pursue an outcome if concerns are raised. Signed and dated acknowledgement of reading and understanding the KCSiE and these policies is kept in individual staff files. PREVENT training is also undertaken by all new staff (unless existing training is still in date).

A record of all staff safeguarding training is kept in individual staff files and by Mrs Seddon.

As Staff build up their expertise through the training undertaken and provided they will be well placed to contribute to the shaping of this policy and safeguarding arrangements.

Staff ratio's

Staff should ensure that pupils are supervised appropriately at all times during the school day and during the evenings and weekends for boarders. (See Supervision policy). It is essential for EYFS that staff / pupil ratios meet the requirements set down in the EYFS statutory framework and children must usually be within sight and hearing of staff and always within sight or hearing.

Visitors and speakers

Any visitors or speakers invited into the school - whether invited by the staff or the pupils - must be supervised appropriately and suitably checked where this is deemed prudent. Staff should ensure this is documented prior to the visit of the speaker.(See Visitor policy)

Off site visits and residential trips

When pupils are taken off site for visits and trips the organising teacher MUST gain assurance from the organisations involved that their staff have been suitably checked to ensure the safety of our pupils. See also S. Anselm's Guidelines for Educational Visits and Keeping children safe in out-of-school settings, DfE (2022).

Management of the policy

The Governing Body will oversee the policy, ensure its implementation and review its contents on an annual basis.

The Head / DSL will report on Safeguarding activity and progress within the school to the Governing Body termly.

The Designated Safeguarding Lead and deputy will complete the Safeguarding Audit with an action plan annually.

The Head / DSL will report any significant changes to the Chair of Governors (or the safeguarding Governor) that may have an impact on Safeguarding in the School setting and use the appropriate referral process.

The policy will be displayed on the School website.

The policy approval will be reviewed annually by the Governing Body and subsequently signed by the Chair of Governors and the Head. The original of these signatures will

remain with the governing body minutes. The policy is available to all via the school's website.

Signed by

Chair of Governors

Head Teacher

Date:

Date:

APPENDIX 1

Possible signs of abuse

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food



Procedure following a concern about a child

S. Anselm's contacts

Designated Safeguarding Lead & Deputy

A. Whawell, L Donnelly, H Seddon, I Ravenhill

Designated Governor:

A. Hetherington

Child shares (discloses) a concern or something of concern is observed by a staff member

Member of staff responds as follows:

Record word for word what the child says:

- Do not ask leading questions
- Stop questioning as soon as a child discloses something

Inform child/adult that you will notify the appropriate people only.

- Do not promise to keep it to yourself

Ask the child what steps they would like taken to protect them now.

- Assure them school will try to respect their wishes

Concern immediately **put in writing** on a **Notice of Concern Form**

Form **submitted** to the DSL .

DSL **review** form and make decision about next steps

Decision made to **monitor** the concern

Monitor

Teaching and boarding staff asked to **monitor** child and to **feedback** to the DSL within an agreed timescale

Decision made to **discuss** the concern informally with parents/carer/guardian

Discuss

Once discussed with parents, DSL to **decide whether to monitor or refer**

Record & Monitor

DSL keeps all **documentation on file** in secure cabinet and **case continually monitored**

Decision made to **refer** the concern to social care.
Referral must be made within 24hrs

Refer

Child in need

Derbyshire Safeguarding Children's Board informed, and parents contacted if this does not put the child at further risk

Child at risk

A safeguarding concern must also be **referred to the police** if it is believed that a crime may have been committed

In both the above instances, the DSL will act as instructed by DSCB/LADO

In exceptional circumstances, anyone may report concerns directly to Derbyshire Safeguarding Children's Board
Call Derbyshire: 01629 533190
Starting Point: 01629 533190
The Local Authority Designated Officer (LADO) is: Mr Miles Dent 01629 531940
Other useful contacts:
 NSPCC Professional Helpline: 0800 800 5000
 Police: 101 or 999

are you **WORRRRIED**

... do you want to **COMPLAIN?**

... is **SOMETHING UPSETTING YOU**
and you need help or support?

Don't ever be afraid to complain or speak out about your concerns or worries!

Here's who you can talk to at school:

Firstly ... you can approach any member of staff you trust (your form teacher, a houseparent, the school nurse, Mrs Donnelly); you may take a friend or someone you trust with you if you wish such as friend, an older child or another member of staff. Whatever your worry, we're here for you. The adult you have chosen will listen to you sympathetically and help you talk things through. You will be helped to write down the details which will be given to the Head.

Secondly ... If you are still worried, don't give up. Go to see another teacher, the school nurse or any other adult and tell them your problem. Take a friend if it helps you.

If you don't feel able to talk to someone at school, there are other people who can help:



Your parents or another relative or respected friend



Independent Listener Canon Tony Kaunhoven ☎ 01629 814462
The Vicarage, South Church Street, Bakewell DE45 1FD



Childline ☎ 0800 1111 📧 Childline, Freepost, London 1111, N1 0B



Independent Schools Inspectorate ☎ 020 7600 0100



Rachel de Souza: the Government's Children's Commissioner ☎ 0800 528 0731

You don't have to cope alone

Role of the Designated Safeguarding Lead

At S. Anselm's School the role of the Designated Safeguarding Lead is undertaken by A. Whawell. The DSL takes lead responsibility for the safeguarding and child protection within the school. The broad areas of responsibility for the DSL are:

Managing referrals

The designated safeguarding lead will be expected to:

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

Work with others

The designated safeguarding lead will be expected to:

- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- As required liaise with the case manager and designated officers at the relevant authority for child protection concerns which concern a member of staff.
- Liaise and fully cooperate with the Police (cases where a crime may have been committed).
- Liaise with the Head, if necessary, to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a point of contact for any or all of the three safeguarding partners

Training

The designated safeguarding lead should receive appropriate training to provide them with the knowledge and skills required to carry out the role, this should be carried out every two years.

The designated safeguarding lead should undertake PREVENT awareness training.

In addition to the formal training, their knowledge and skills should be refreshed (for example via e- bulletins, meetings, reading safeguarding development) at least annually to allow them to understand and keep up with any developments relevant to the role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's safeguarding policy and procedures, especially new and part time staff ;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the PREVENT duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst online at S. Anselm's School.
- Recognise the additional risks that children with SEN and disabilities face online, such as online bullying, grooming and radicalisation and have capability within school to support SEND pupils to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

Raising Awareness

The designated safeguarding lead should ensure the school's policies are known and used appropriately:

- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing bodies regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the local LSCB to make sure all staff are aware of training opportunities and the latest local policies on safeguarding
- Help promote educational and pastoral outcomes for pupils by sharing the information about the welfare, safeguarding and child protection issues that children, including those with a social worker, are experiencing or have experienced with appropriate staff, in order to maximise those outcomes for the child.

Child Protection File

- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible but transferred separately from the main pupil file, ensuring secure transit and a receipt requested.

Availability

During term time the designated safeguarding lead should always be available during school hours or staff in the school to discuss any safeguarding concerns. They would generally be expected to be available in person; however in exceptional circumstances availability by telephone is acceptable.

Sexual violence, sexual harassment and sexual abuse**Sexual violence:**

Staff at S. Anselm's School should be aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

When referring to sexual violence, KCSiE makes reference to the Sexual Offences Act with sexual violence being described as:

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

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

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

Consent:

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

Sexual harassment:

When referring to sexual harassment this refers to 'unwanted conduct of a sexual nature' that can occur online and offline, which is within the context of child-on-child sexual harassment.

Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature

and online sexual harassment may include:

- non-consensual sharing of sexual images and videos or sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats
- upskirting

Upskirting:

- The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.
- ‘Upskirting’ is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- It is a criminal offence.
- Anyone of any gender, can be a victim.

The response to a report of sexual violence or sexual harassment

- The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.
- A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- If staff have a concern about a child or a child makes a report to them, they should follow the referral process
- As is always the case, if staff are in any doubt as to what to do they should speak to the DSL (or Deputy DSL).

Ofsted's review of sexual abuse in schools and colleges (published 10th June 2021)

In light of Ofsted's review of sexual abuse in schools and colleges (published 10th June 2021), S. Anselm's School is even more committed to promoting a culture where sexual harassment and online sexual abuse are not tolerated, and where pupils feel they are able to speak up, issues identified and early intervention helps to better protect pupils.

To achieve this, S. Anselm's School is committed to:

- a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'.
- high-quality training for teachers delivering RSHE.
- routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse.
- a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated.
- working closely with Local Safeguarding Partners (LSPs) to ensure S. Anselm's School is aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour
- support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs

- training to ensure that all staff (and governors, where relevant) are able to:
- better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
- identify early signs of child on child sexual abuse
- consistently uphold standards in their responses to sexual harassment and online sexual abuse

Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk)

How S. Anselm's School staff should respond to a concern or disclosure about sexual violence, sexual abuse or sexual harassment:

Failure to recognise, acknowledge and understand the scale of harassment and abuse in schools can lead to a culture of unacceptable behaviour, an unsafe environment and, potentially, a culture that normalises abuse leading to children accepting it as normal and so not come forward to report it.

Staff at S. Anselm's School should always be alert to sexual harassment, sexual abuse and sexual violence and act immediately on any concerns following safeguarding procedures.

How to respond:

Remember:

- All victims should be reassured that they are being taken seriously
- Any form of abuse (including out of school / online) should not be downplayed.
- A victim should never be made to feel ashamed for making a report or their experience minimised.
- A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment.

In practical terms:

- Two members of staff present (including the DSL / Deputy DSL)
- If there is an online element staff must remember not to view or forward illegal images of a child
- Do not promise confidentiality
- Only share information with key staff (DSL)

- Staff should remember that a child making a disclosure has placed them in a position of trust and so should be supportive and respectful of the child.
- Children may not be able to recall all details or a timeline of events.
- Keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- Listen carefully to the child, reflecting back, using the child's language, being non-judgmental, clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was
- Consider the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation
- Informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report

Next Steps:

- When there has been a report of sexual violence the DSL should make an immediate risk and needs assessment
- When there has been a report of sexual harassment the DSL should consider, on a case by case basis, if there is a requirement for a risk assessment
- A risk and needs assessment should consider
- the victim, especially their protection and support
- whether there may have been other victims

- the alleged perpetrator(s);
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms. •
- The risk assessment should be kept under review and amended as required.
- The DSL should ensure that they engage with children's social care and specialist services as required.
- Important considerations will include:
 - the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children
 - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
 - the ages of the children involved o the developmental stages of the children involved
 - any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
 - if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature) o that sexual violence and sexual harassment can take place within intimate personal relationships between peers o are there ongoing risks to the victim, other children, adult students or school or college staff
 - other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
 - Potential contact between victim and perpetrator in school (same classroom, etc.) •

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as per KCSiE.

Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted)

It is important to consider every report on a case-by-case basis.

S. Anselm's School will work with external agencies to best understand the most appropriate steps after a report of sexual violence or harassment.

There are though, typically, four likely scenarios:

- Manage internally
- Early Help
- Referral to children's social care
- Report to the Police

For more details, including guidance on how best to support the victim, how best to support the alleged perpetrator and managing the situation within the school setting can be found on **page 106** of KCSiE 2023 (Keeping children safe in education 2022)

Sharing nudes and semi-nudes: advice for education settings working with children and young people
(See also UK Council for Child Internet Safety **Sharing nudes and semi-nudes: advice for education settings working with children and young people (2020)** available in **Safeguarding portfolio.**)

Sexting incidents are where

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

Any sharing of sexual imagery of people under age 18 by an adult is child abuse and the police should be informed immediately.

Sexting is a growing phenomenon and the speed and ease of sharing images is of concern. Children can be exposed to risks particularly of imagery is shared further including embarrassment, bullying and increased vulnerability to sexual exploitation.

Producing and sharing of sexual images of under 18's and by under 18's is illegal.

Any incidents of sexting will be dealt with as a safeguarding concern but responses should be guided by the principle of proportionality.

These guidelines outline how to deal with an incident of sexting at S. Anselm's School. Mobile telephones and other such devices are banned at all times at S. Anselm's School, however some pupils at S. Anselm's do have personal laptops and agreement is made by the pupil, parents and School that these are solely for academic use and as such are monitored closely by the I.T technician and parents.

Whatever the nature of the incident, ensure the school Safeguarding and Child Protection policy should be adhered to.

The pupil is likely to be very distressed and the situation will need handling very sensitively.

Steps to be taken in the case of an incident

1. Disclosure by a student

There are a number of questions that can help decide upon the best course of action – is the student disclosing about themselves receiving, sharing or sending

an image? What sort of image is it? How widely has the image been shared? Is it on a school device or personal device? Are there other pupils involved? Where has the image ended up? Does the pupil need support and / or protection?

2. Searching the device

It is highly likely that the image will have been created and shared through a mobile device and it may be that the image is on one device, or a website or multiple devices. It is important to establish the location of the image but be aware this may be distressing to the pupil.

A device can be examined, confiscated and securely stored and the Screening, Searching and Confiscation Policy should be adhered to.

If illegal images of a child are found or there is any indication of adult involvement the police should be informed. ‘Experimental’ incidents are not always referred to the police; however the reasons for not informing them should be documented.

NEVER print out any material from the device or move any of the material from one device to another.

ALWAYS follow safeguarding / child protection guidelines, record the incident, inform DSL. If the image is on a website or a social networking site then this should be reported the site host, where there is a risk of abuse the incident should be reported to CEOP.

3. What to do with the image

If the image has been shared across a mobile device and the device is in school, the device should be confiscated, do not view the image unless there is clear reason to do so, send, share or save the image.

If the image has been shared across a school network, website or social networking site then the network should be blocked to all users and the image isolated. The image should not be printed, shared or moved.

4. Who should deal with the incident

The disclosure will likely be made to the form tutor but a member of the senior management team and the DSL should also be involved. The DSL should record the incident.

5. Deciding on a response

There may be a multitude of reasons why a student has engaged in sexting – it may be a romantic/sexual exploration scenario or it may be due to coercion.

It is important to remember that it won’t always be appropriate to inform the police; this will depend on the nature of the incident. However it is important that incidents are consistently recorded. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

The flowcharts below should be followed.

If indecent images of a child are found:

- Act in accordance with your safeguarding and child protection policy
- Store the device securely
- Carry out a risk assessment in relation to the young person
- Make a referral if needed
- Contact the police (if appropriate)
- Put the necessary safeguards in place for the student, e.g. they may need counselling support, immediate protection and parents must also be informed.
- Inform parents and/or carers about the incident and how it is being managed.

6. Parents

Depending on the nature of the image and the family circumstances of the young person, communication with parents will need to be carefully handled.

There is a useful guide which Mrs Seddon has to help parents deal with sexting.

Further information can be found in the Safeguarding Portfolio including; -

UK Council for Child Internet Safety guidance – Sexting in Schools and

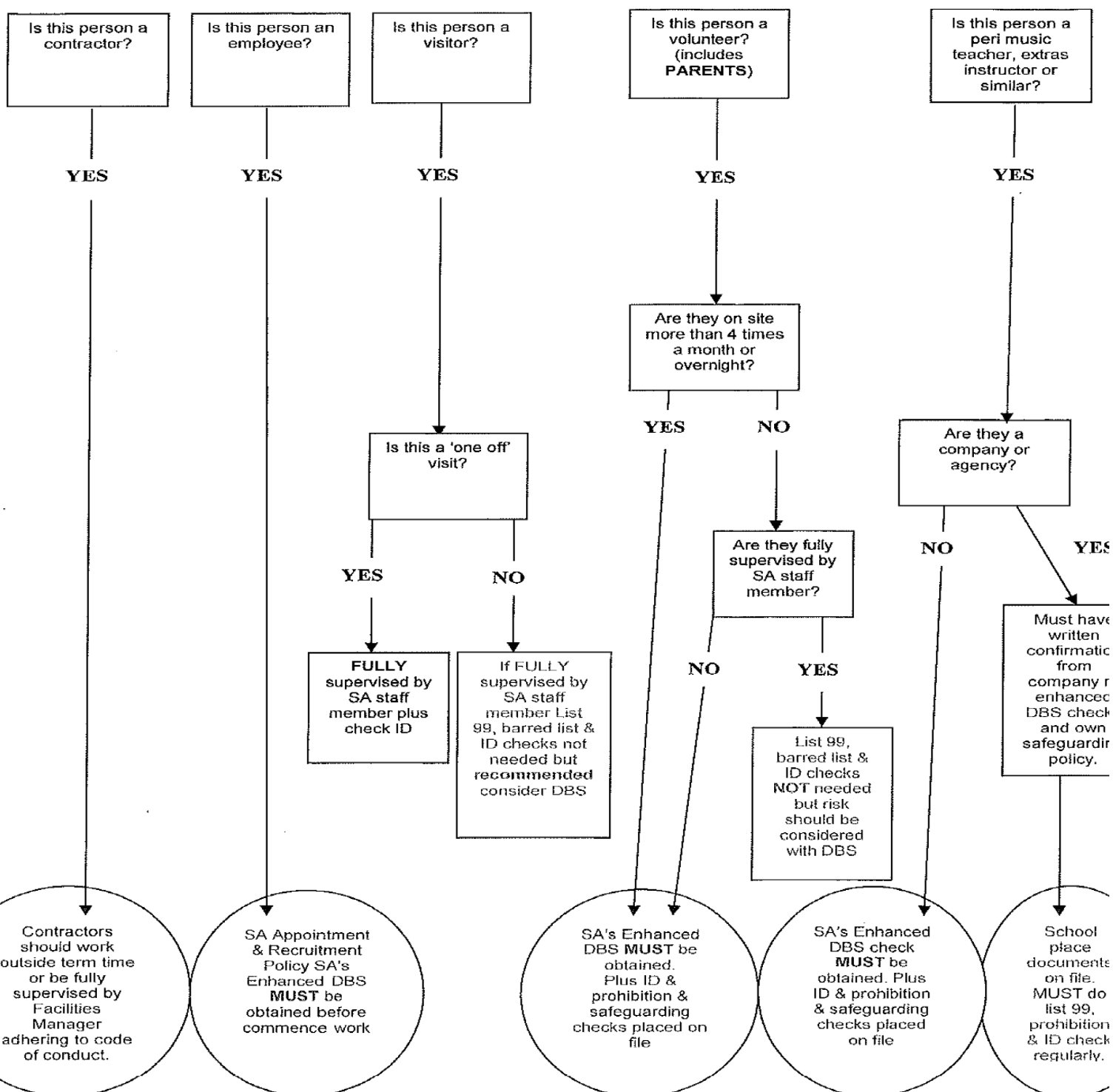
Colleges: responding to incidents and safeguarding young people

College of Policing Briefing Note: Police action in response to youth produced sexual imagery (Nov 2016)

The seven golden rules to sharing information

1. Remember that the Data Protection Act 2018, GDPR and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

ANSELM'S SAFEGUARDING CHECKLIST MUST BE COMPLETED PRIOR TO START DATE

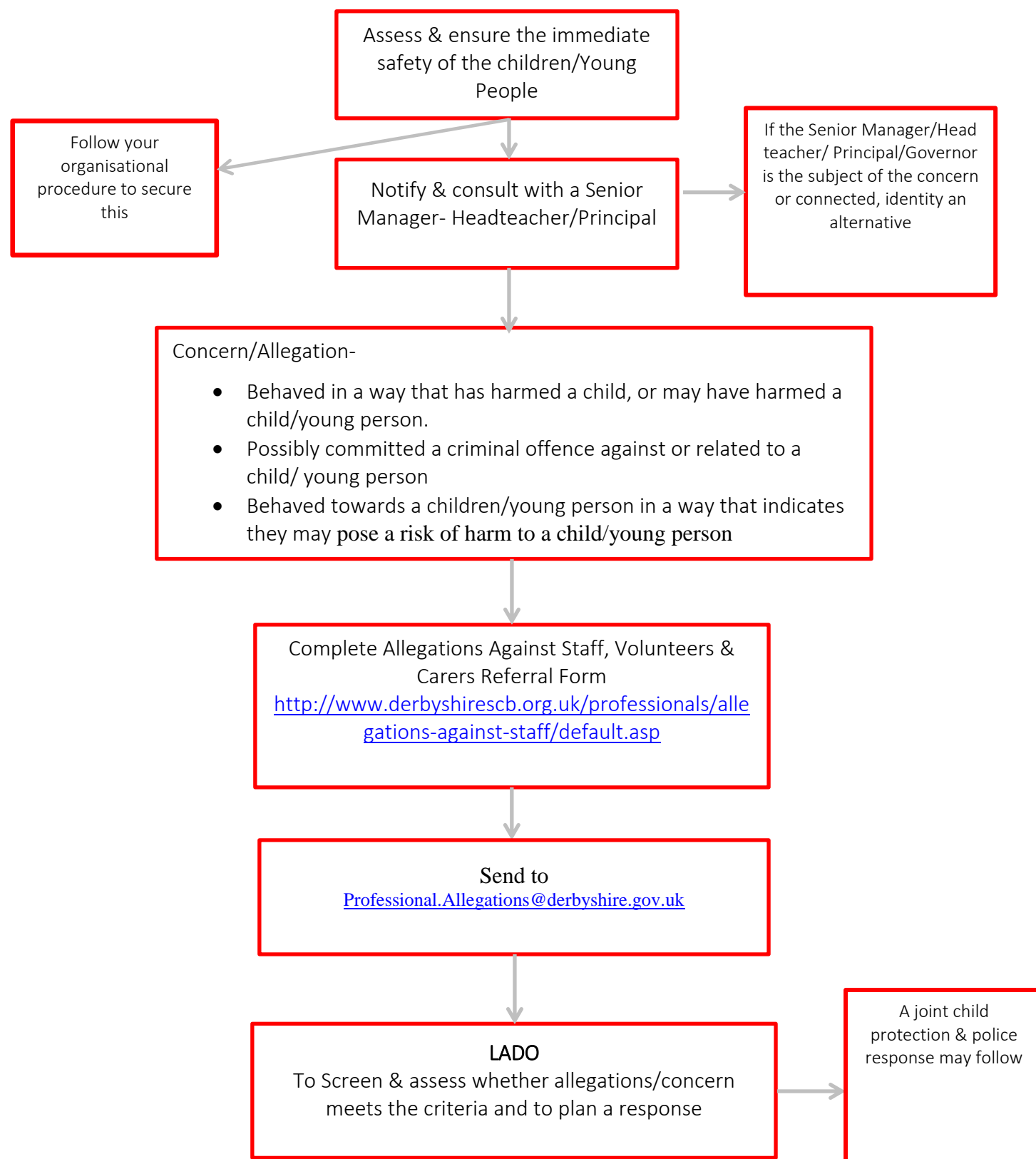




Allegations/Concerns against Staff, Volunteers & Carers

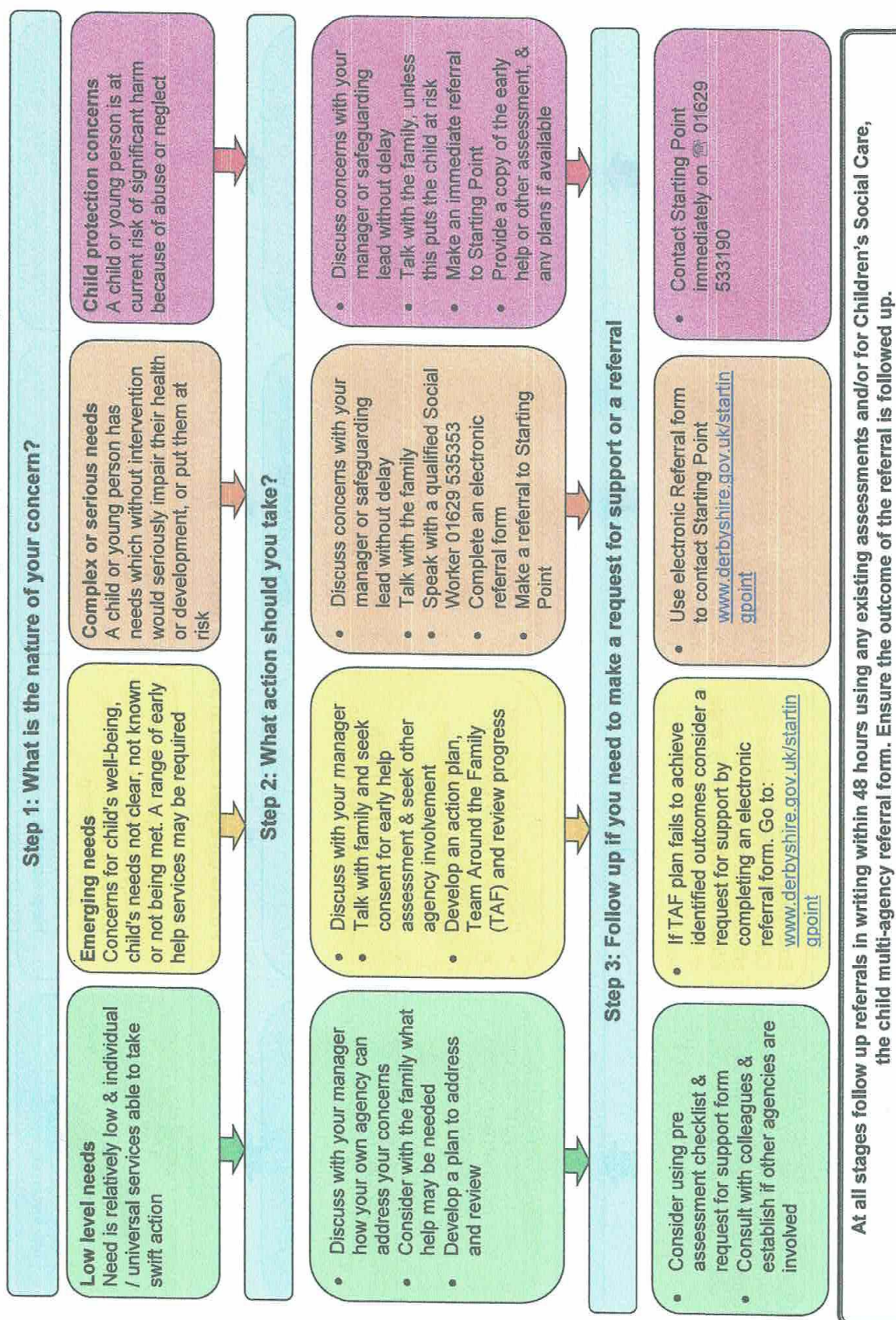
LADO Process

Education & Schools



Appendix B

Derbyshire: If you are concerned about a child, young person or family



PREVENT Action Plan

S. Anselm's School recognises it's duty under Section 26 of the Counter Terrorism & Security Act 2015, to have due regard to the need to prevent people from being drawn into terrorism.

Duty	What this means	Action	Lead Person
Risk Assessment			
Assess the risk of pupils being drawn into radicalisation, terrorism & extremism	S.Anselm's School has identified a Prevent Lead - DSL	All staff know who Prevent lead is (DSL) and this person acts as a source of advice and support.	All staff
	Staff can demonstrate a general understanding of the risks affecting young people.	All staff read KCSIE (Part1) & Annex annually. Prevent Lead has informed staff of their duties as set out in Prevent Duty guidance (Gov.uk)	All staff Prevent Lead
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	The Prevent Lead has informed staff about signs and indicators of radicalisation.	Prevent Lead
	There is a clear procedure in place for protecting children who are at risk of radicalisation	All staff have read the school Safeguarding policy and updates annually which includes information about the School's approach to Prevent. All staff understand how to record and report concerns regarding risk of radicalisation.	All staff All staff
Prohibit extremist speakers and events in the school	The school exercises due diligence in relation to requests from and for external speakers and organisations using school premises	Request an outline of what the speaker intends to cover. Research the person / organisation to establish whether they have demonstrated extreme views / actions. Deny permission for people/organisations to use the school premises if they have links to extreme groups or organisations. Provide justification for this in writing. See also Visitor policy.	
Working in Partnership			
S. Anselm's School is working in partnership with other agencies in exercising the Prevent Duty	Staff record and report concern in line with existing Safeguarding policy.	Staff use 'Notice of Concern' forms	All staff
	The Prevent lead together with the DSL makes referrals to other agencies as appropriate.	Records of referrals are kept within individual pupil Safeguarding files. Referrals are followed up appropriately.	DDSL Prevent Lead

Staff training			
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Training needs of staff to be identified	Staff to be trained in Prevent awareness every two years in line with DDSCP requirements & records to be kept by DDSL	All staff DDSL
IT Policies			
Ensure that pupils are safe from terrorist and extremist material when accessing the internet in school	S. Anselm's School has appropriate monitoring and filtering software which is regularly updated and monitored	Suitable filtering system in place	IT Lead
	Pupils are taught about on-line safety with specific reference to the risk of radicalisation	The pshe curriculum reflects this duty	PSHE Staff
Building Resilience to Radicalisation			
Ensure pupils have a safe environment in which to discuss controversial issues	Pupils develop the knowledge, skills and understanding to prepare them to play a full and active part in society	Through pshe and other curriculum activities, pupils are able to explore political, religious and social issues. Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.	PSHE Staff All staff
Parents			
Parents are able to recognize the signs of radicalisation and extremism and know how to access support	Parents are well informed and know who to approach for help and support.	Safeguarding area of the school parent portal provides relevant information.	Prevent Lead