

S. Anselm's School



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Related Policies:	<ul style="list-style-type: none"> Anti-Bullying policy Appointments and Recruitment policy Attendance policy Behaviour Management Policy Boarding Policy Complaints Policy EYFS Safeguarding Policy Educational visits guidelines Equal opportunities Policy Independent Listener Policy Online Safety Policy Screening Searching and Confiscation Policy Sex and relationship Education Policy Supervision Policy Teacher and Staff Handbooks (which includes staff code of conduct/ behavioural expectations and related Human Resource Policies) Whistle Blowing Policy
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Contact for Queries:	Alison Whawell

✦ This document is controlled and reviewed as part of the School's policy management process. Please refer to the school's website or Teams to ensure you are using the most up-to-date version.

A ‘child’ as written in this policy refers to a child to the age of 18 and includes babies and toddlers in the Nursery and Early Years provision.

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Contact Details

DSL –Mrs A Whawell - Tel 01629 343434

DDSL – Mr P Cook, Mrs K Baldwin, Ms Katrina Connell Tel 01629 343434

School Governor (Safeguarding) –Mrs A McCallum – Tel 01629 343434

Chair of Governors – Mrs E Harrison – Tel 01629 343434

Call Derbyshire (To reach the council for various needs including social care, support for families and concerns about vulnerable children). Tel: 01629 533190

Starting Point, Derbyshire (for children ‘at risk’ & ‘in need’) Professional help line Tel 01629 535353 and StartingPoint@derbyshire.gov.uk

Out of hours Rapid Response Team, Derbyshire (5pm to 9am Monday to Friday and 24 hours at weekends) Tel: 01629 532600

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

Local Authority Designated Officer (for allegations against professionals) (LADO) - Telephone 01629 533190 Miles Dent - Email: miles.dent@derbyshire.gov.uk or Professional.Allegations@derbyshire.gov.uk

Child Missing from Education – Derbyshire County Council- Telephone: 01629 535741, cs.cmecoordinators@derbyshire.gov.uk or Marilyn Simcock Tel 01629 536520

Sheffield Safeguarding Hub (24 hrs) – Tel: 0114 273 4855 (to report safeguarding concerns about vulnerable children)

Sheffield Children’s Social Care (North/South) – North: 0114 203 9591 | South: 0114 203 7463 (for allocated cases)

Nottinghamshire MASH – Tel: 0300 500 80 80 (report safeguarding concerns)

Nottinghamshire Emergency Duty Team – Tel: 0300 456 4546 (after hours urgent referrals)

Staffordshire Children’s Advice and Support Service – Tel: 0300 111 8007 (office hours safeguarding concerns)

Staffordshire Emergency Duty Team – Tel: 0345 604 2886 (out of hours urgent help)

Childline: Tel: 0800 1111; <https://www.childline.org.uk/> ; 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; help@nspcc.org.uk

PREVENT – Ali.chandler@derbyshire.gov.uk Tel: 01629 538473 or Derbyshire County Council’s Prevent Lead 01629 535646

DfE helpline for non-emergency advice – 020 7340 7264

DfE helpline Telephone: 0370 000 2288; Monday to Friday, 9am to 5pm

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

Appointments and Recruitment Policy

Attendance Policy

Behaviour Management Policy

Boarding Policy

Complaints Policy

Educational visits guidelines

EYFS Safeguarding Policy

Equal opportunities Policy

Independent Listener Policy

Online Safety Policy

Screening Searching and Confiscation Policy

Sex and relationship Education Policy

Supervision Policy

Teacher Handbook (which includes staff code of conduct/ behavioural expectations and related Human Resource Policies)

Whistle Blowing policy

Staff Handbook (which includes staff code of conduct/ behavioural expectations and related Human Resource Policies)

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

Keeping Children Safe in Education (2025). This incorporates the additional statutory guidance,

Disqualification under the Childcare Act 2006 (September 2018)

Working Together to Safeguard Children (2026)

Child abuse concerns: guidance for practitioners (2015)

Prevent duty guidance: Guidance for specified authorities in England and Wales (2023)

The Prevent duty: An introduction for those with safeguarding responsibilities (2023)

Understanding and identifying radicalisation risk in your education setting (2023)

Managing risk of radicalisation in your education setting (2023)

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

Introduction

Safeguarding in a UK boarding preparatory school—specifically at S. Anselm’s, Bakewell—is a proactive, systemic process embedded in all aspects of school life. In line with *Keeping Children Safe in Education (KCSiE) 2025* and the *National Minimum Standards for Boarding Schools*, our approach involves the ongoing identification and management of risks, both personal and environmental, to protect all pupils—boarders and day children alike—from harm. Safeguarding at S. Anselm’s promotes each child’s mental, emotional, and physical well-being; ensures they live in circumstances consistent with safe and effective care; and supports timely, evidence-informed action to secure the best possible outcomes. This work is underpinned by robust policies, vigilant supervision, well-trained staff, and transparent oversight at every level. Safeguarding responsibilities apply to all children, including those in kinship care, adopted children, looked-after children, and unborn children where concerns are identified, in line with *Working Together to Safeguard Children 2026*.

Our ethos is deeply rooted in our school motto, *Esse Quam Videri – To be, rather than to seem to be*. This commitment to authenticity and integrity shapes not only the academic and personal development of our pupils but also our safeguarding culture. At S. Anselm’s, tradition blends with informality to create a supportive partnership between staff and pupils, where the excitement of learning and discovery is shared. We foster perseverance and independent thinking while also promoting a culture of non-violence, mutual respect, and openness. Pupils are actively encouraged to speak up about any concerns, knowing that they will be listened to, taken seriously, and supported without judgement. While we are proud of this culture, we are never complacent, and continue to reflect, learn, and improve our practice.

S. Anselm’s School fully recognises that it cannot fulfil its educational aims unless its children are safe, secure, and well. Our safeguarding policy outlines how the school delivers on this responsibility and ensures that every child’s welfare is at the heart of all we do. Safeguarding is not a standalone priority: it is central to the life of the school and the foundation on which our pupils can grow, learn, and thrive.

Safeguarding and promoting the welfare of children is defined as providing help and support to meet the needs of children as soon as problems emerge. Safeguarding should protect children from maltreatment and or abuse, inside or outside the home, including online.

This safeguarding policy focuses primarily on the procedures for protecting children and responding to concerns about their welfare. Matters relating to the recruitment and vetting of staff are addressed separately in the school’s Recruitment Policy, which explains the safer recruitment procedures

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Everyone who works with our pupils should make sure that their approach is child-centred (that is, that they consider at all times what is in the best interests 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 2025 (KCSiE)* and *Working Together to Safeguard Children 2026 (WTTSC)*. *Keeping Children Safe in Education Part 1 (2025)* 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 (including for generative AI), as well as staff training following the procedures set out by the DDSCP. See Appendix 2 for job description.

Annual audit of its safeguarding provision (Summer term). 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.

Definition of Safeguarding and Abuse & Identifying Safeguarding Concerns

Definition of Safeguarding

Safeguarding children refers to the measures taken to protect children from harm, abuse, and neglect, ensuring their well-being and promoting their rights. It involves creating a safe environment, providing effective care, and taking action to enable children to have the best possible outcomes.

Safeguarding Concern: Any concern about a child's welfare that does not meet the threshold for significant harm but requires monitoring or early help.

Child Protection Concern: A concern that a child is suffering or is likely to suffer significant harm.

Early Help: Support provided to children and families as soon as problems emerge to prevent escalation.

The definition of 'abuse' has also been changed to clarify that harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects

Safeguarding means:

- Protecting children from abuse and maltreatment.
- Preventing harm to children's health or development.
- Ensuring children grow up with the provision of safe and effective care.
- Taking action to enable all children and young people to have the best outcomes.

There are six principles of safeguarding as defined by the Care Act 2014:

- Prevention – The act of organisations working to stop abuse before it happens, raising awareness, safer recruitment (Appendix 5), training staff and making information easily accessible are all ways that they can demonstrate prevention measures and encourage individuals to ask for help.

- Empowerment – Ensuring people are supported and confident in making their own decisions and giving informed consent.
- Protection – Organisations put measures in place to help stop abuse from occurring and offer help and support to those at risk.
- Proportionality – Ensures that services take each person into account when dealing with abuse, respecting each individual and assessing any risks presented, taking a proportionate and least intrusive response to the issue presented.
- Partnership – Forming partnerships with local communities and other appropriate organisations provides the opportunity to work together, to create solutions, so as they can assist in preventing and detecting risk and abuse.
- Accountability – Safeguarding is everyone’s responsibility and accountability and having complete transparency in delivering safeguarding practice makes sure that everyone plays their part when it comes to safeguarding children.

All safeguarding practice must prioritise the lived experience and voice of the child, ensuring decision-making is consistently child-centred in line with Working Together to Safeguard Children 2026.

Indicators of Abuse, Neglect and exploitation

Knowing what to look for is vital to the early identification of abuse, neglect and exploitation. All staff should be aware of indicators of abuse, neglect and exploitation so they are able to identify children who may need help or protection. All staff should be aware that abuse, neglect and exploitation and other 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). Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. 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.

Types of Abuse

There are four types of abuse as defined in ‘Keeping Children Safe in Education (2025)’: - Physical, Emotional, Neglect and Sexual, explained below. The definition of ‘abuse’ has also been changed to clarify that harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects

For extra-familial safeguarding we are aware that risks to children may arise outside their home environment, including child sexual exploitation (CSE), child criminal exploitation (CCE), gang-related harm, online exploitation, serious youth violence, and radicalisation, and we will work with external agencies to identify and address these risks. Extra-familial safeguarding concerns don’t sit as a *fifth* abuse category — instead, they are contexts in which the four statutory categories of abuse (*neglect, physical, emotional, sexual*) can occur. So the *location* or *source* of harm (e.g., street, online, peer group) is extra-familiar but the *type* of harm still falls into one or more of the four main categories used in safeguarding law and practice.

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).

Sexting

See Appendix 4

It should also be noted that it is 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 (see Appendix 4)

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 because 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 caregivers)
- ensure access to appropriate medical care or treatment.

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

Some behaviours and signs to look for in each definition are explained below.

Possible Signs of Abuse

The following signs do not necessarily mean that abuse has occurred, but they should prompt consideration and, where appropriate, further exploration.

For many children, poor attendance, frequent lateness, or sudden changes in attendance patterns can be warning signs. Behavioural changes may also raise concern - such as withdrawal, anxiety, aggression, mood swings, or a decline in academic performance or social interaction. Other indicators include becoming unusually timid or overly eager to please, experiencing sleep disturbances, engaging in self-harm, or regressing to behaviours typical of a younger child. While these signs do not automatically indicate that a child is being abused, they should raise concern and may warrant further reflection or investigation. Staff should remain alert to the possibility of abuse when noticing any of the following indicators (this list is not exhaustive):

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 like at school meal times

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries;
- unwillingness to seek appropriate medical treatment for injuries;
- injured child kept away from school until injuries have healed without adequate reason;
- a high level of expressed hostility to the child;
- grossly unrealistic assumptions about child development;
- general dislike of child-like behaviour;
- inappropriate labelling of a child's behaviour as bad or naughty;
- leaving children unsupervised when they are too young to be left unattended.

Child-on-Child Abuse

We recognise that children can abuse other children and this is generally referred to as child-on-child abuse and can take many forms. Child-on-child abuse can happen both inside and outside of a setting, face-to-face and online.

The NSPCC has recorded a sharp increase in reports of abuse by under-18s to the police, including an 81% rise in reports of incidents on school premises. As with any form of abuse, child-on-child abuse can result in significant, long-lasting trauma, isolation, physical harm, poor mental health, a child missing education, and poor outcomes.

Inappropriate behaviours between children that are abusive in nature including physical, sexual, or emotional abuse, exploitation, sexual harassment, all forms of bullying, coercive control, hazing/initiation rituals between children and young people, both on and offline (including that which is within intimate personal relationships).

This can include (but is not limited to):

- 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
- abuse within intimate partner relationships (including intrafamilial harm such as sibling abuse)
- 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) (See appendix 4)

Context

- Sexual violence and sexual harassment can occur between two children of any age and sex (See Appendix 3)

- 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, likely, 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.
- The largest safeguarding risk in a boarding school is often considered to be the potential for abuse to go unnoticed due to the extended and unsupervised time children spend away from their families. This includes both peer-on-peer abuse and abuse by adults.

Staff should be aware of the importance of:

- understanding the power dynamics between children within the context of the school
 - reducing barriers to enable pupils to have a safe space to allow children to speak openly or share their concerns
 - the additional needs or vulnerabilities of children and young people with special educational needs or disabilities; those who identify as lesbian, gay, bisexual and/or transgender; and/or those who have other perceived differences.
- 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
 - the likelihood that girls are more likely to be victims and boys perpetrators, but boys can be victims too.
 - 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.

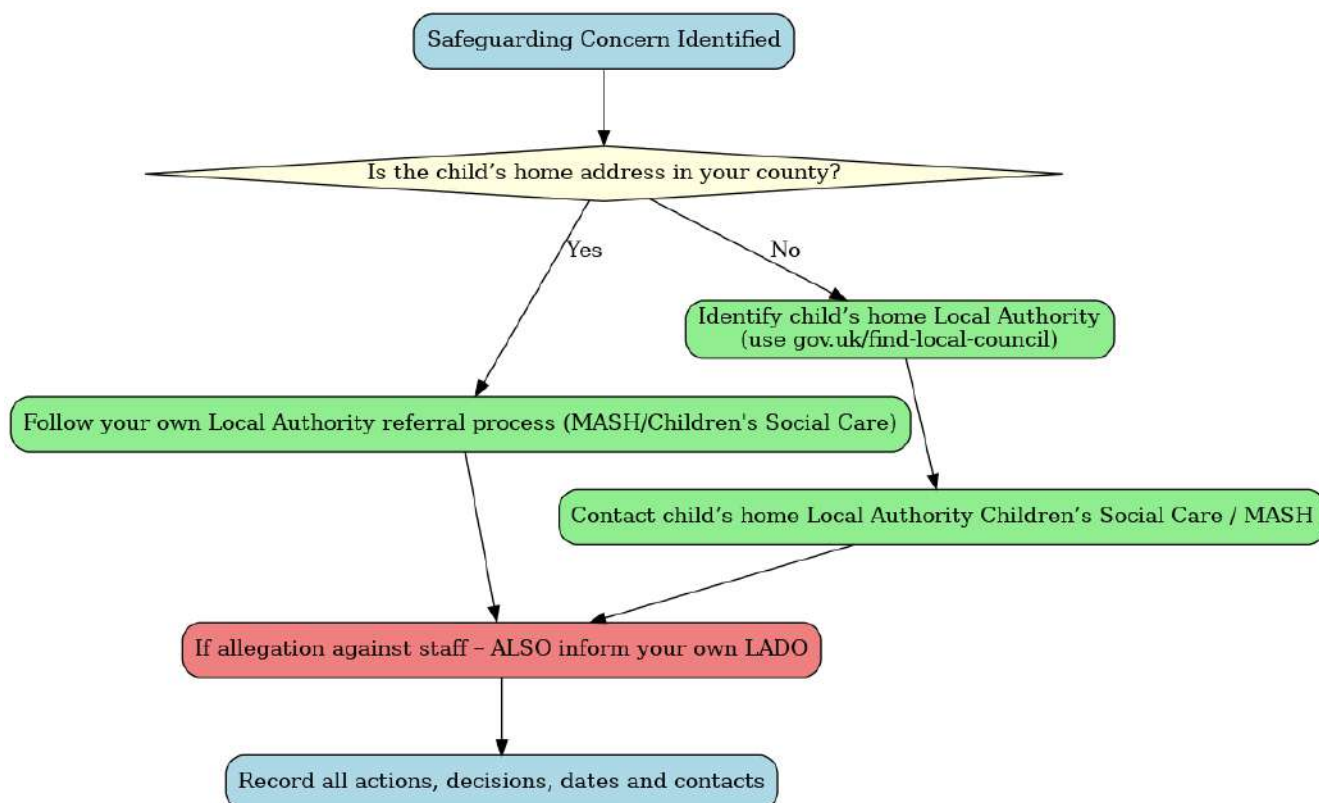
Recognising that dismissing or tolerating such behaviours risks normalising them. Staff at S. Anselm’s School must take a zero-tolerance approach to abuse. Staff should also be aware that when investigating / interviewing pupils claims of child-on-child abuse, it is strongly recommended that two members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

Identifying Safeguarding Concerns

Knowing what to look for is vital to the early identification of abuse, neglect and exploitation. 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 can speak directly to children’s social care should they have concerns, also.

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. In this case we should follow this procedure:



Neighbouring counties contact information can be found at the start of this policy along with the Derbyshire contact information.

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 consideration for a child who may benefit from early help.

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. This means providing support as soon as a problem emerges at any point in a child's life, and 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. Early help can be particularly useful to address non-violent HSB (Harmful Sexual Behaviour) and may prevent escalation of sexual violence.

In line with the Working Together to Safeguard Children 2026 statutory update, staff should also be aware that *Family Help* brings together targeted early help and Section 17 (Children in Need) support into a more seamless, coordinated offer for families. This creates consistency in practitioner relationships and ensures that any Family Help plan is developed through a multi-disciplinary

approach. The updated guidance strengthens expectations around Section 47 (child protection) enquiries, highlighting the need for robust multi-agency assessments, direct work with children and improved strategy discussions, particularly in cases involving child sexual abuse. All assessments and planning should link to any existing Family Help plans to ensure continuity of support and a whole-family approach to safeguarding.

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 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 education, care or home
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and is in alternative provision (where the school remains responsible for the pupils in such provision and the school is satisfied that the provision for safeguarding meets the needs of the pupil and has written information from the AP provider) or a Pupil Referral Unit
- 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 gender questioning
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

Staff are encouraged to raise concerns, through pastoral meetings, using Wellbeing Manager on ISAMs as well as talking with the Safeguarding Team.

Specific Safeguarding Issues

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. These include (but not exhaustive);

<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Gender based Violence ● Mental Health ● Private Fostering ● Hate and 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 ● AI generated content including imaginary
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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, neglect and exploitation, 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.

Child Vulnerabilities

By understanding the complexities of vulnerability and implementing appropriate safeguarding measures, it is possible to protect vulnerable individuals from harm and exploitation

Absent from Education / Missing Education

Both missing education or absenteeism (unexplained/or persistent absence) 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 and the updated Working Together to Improve Attendance 2025 statutory guidance.

Children of compulsory school age who are not registered at a school and are not receiving suitable education otherwise than at a school are Missing Education. 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 at the end of Years 2, 6, & 8. CME (Children missing from Education) does not need to be notified of these leavers unless there is any safeguarding, educational welfare or non-payment of fee concerns. The school does have a duty to ensure that these leavers attend 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 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. Elective Home Education Many home-educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will work together with other professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. DfE guidance on Elective Home Education (which is primarily for Local Authorities) will also be read and understood by the SLT;
- 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. The CME Derbyshire contact for the school is Marilyn Simcock.

Should a child go missing during the school day can be found in the Teacher Handbook and is displayed in the school office and staff workroom and in the pre-prep staffroom or should a child go missing during 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).

Babies and Infants (See also the Nursery and EYFS Safeguarding Policy)

Working Together to Safeguard Children 2026 introduces several strengthened expectations around safeguarding babies, recognising them as a uniquely vulnerable group requiring highly attentive, early, and proactive intervention. The updated guidance emphasises:

- The specific needs and heightened vulnerability of babies, including the importance of recognising early relational and developmental risks. (WTTSC 2026).
- Consideration of unborn babies when concerns arise during pregnancy, ensuring practitioners identify risks as early as possible. [sacpa.org.uk]
- A stronger focus on the impact of domestic abuse on babies, acknowledging how early exposure to trauma can have significant and lasting effects. (WTTSC 2026).
- The need for early relational support, including recognising the critical role of bonding, attachment, and caregiver responsiveness in keeping babies safe.

These updates reinforce the expectation that safeguarding practice must be especially observant, responsive, and coordinated when supporting babies and their families.

Boarding (Also see the Boarding Policy and Boarding handbook)

Boarding can be considered a safeguarding vulnerability, though it's not inherently unsafe. Boarding pupils are recognised as having potential additional safeguarding vulnerabilities arising from residing away from their families and within a residential setting. The largest safeguarding risk in a boarding school is often considered to be the potential for abuse to go unnoticed due to the extended and unsupervised time children spend away from their families. This includes both peer-on-peer abuse and abuse by adults. Safeguarding practice must therefore adapt to risks associated with residential life—such as evening activities, dormitory dynamics, and guardianship arrangements. In accordance with *Keeping Children Safe in Education (KCSIE) 2025*, the School implements enhanced safeguarding arrangements for all boarding pupils, including rigorous pastoral provision, clearly defined and accessible reporting mechanisms, safer recruitment procedures and regular independent monitoring, in order to ensure their safety and wellbeing at all times.

At our school, safeguarding in boarding is underpinned by the same principles as safeguarding in the wider school environment, but with additional care taken to recognise the unique vulnerabilities that may arise from living away from home. Boarders are supported through clear routines, supervision, pastoral care, and the presence of trusted adults available both during and outside of the academic day. We ensure that all boarders know how to access support, and they are regularly reminded of who they

can speak to — including boarding staff, the Designated Safeguarding Lead (DSL) and Deputies, the Independent Listener, and other key adults.

While it is not a statutory requirement, we follow best practice by displaying safeguarding posters prominently in all boarding areas, including contact details for internal safeguarding staff, Childline, and local authority support. These visual reminders, alongside ongoing conversations and check-ins, help to create a culture of safety, trust, and openness.

The National Minimum Standards for Boarding (2022) states the school must identify ‘at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school, who boarders may contact directly about personal problems or concerns at school’. S. Anselm’s School has an Independent Listener who acts in this capacity, offering a channel for pupils to discuss issues. The Independent Listener acts as a ‘safety valve’ for pupils, offering a vehicle for pupils to talk about issues they may not feel comfortable raising with school staff. S. Anselm’s current Independent Listener is: Mrs Lisa Donnelly (the previous head, who is known to the children) who can be contacted by email: listen@anselms.co.uk and by telephone. These details are displayed in the Boarding House in each of the dormitories as well as around the School, alongside contact details of the Children’s Commissioner, Childline, Young Minds and ISI. This poster can be seen in Appendix 7.

We ensure there is strong communication between day and boarding staff. Although colleagues may work different hours, all relevant safeguarding and pastoral information is recorded and shared via ISAMS Wellbeing Manager, allowing key staff to access up-to-date concerns, notes, and interventions. This enables consistency of care and helps ensure no issues are missed or overlooked. The Head of Boarding also ensures after evening duty there is an email sent to all boarding and senior staff to summarise what has happened and if there have been any issues arising. The Head and DDSL Mr Peter Cook lives on site and is available during boarding hours.

We are especially alert to the risk of peer-on-peer abuse in boarding. To address this, we have clear systems for pupils to report concerns confidentially and without fear of reprisal. Any allegation or disclosure is taken seriously and investigated in line with the school’s safeguarding and behaviour policies. Boarding staff are trained to recognise early signs of peer conflict or inappropriate behaviour, and pupils are taught through PSHE, assemblies, and tutor time about respectful boundaries and the importance of speaking up. Where concerns arise, the DSL is immediately informed, risk assessments are reviewed, and supervision plans adjusted where needed. In cases where harm has occurred, both the alleged victim and perpetrator are supported, and where appropriate, referrals are made to external safeguarding partners. Our procedures aim to ensure that peer-on-peer abuse is identified early, acted upon swiftly, and that a clear message is sent: it will not be tolerated.

In practice, safeguarding in boarding at S. Anselm’s means establishing and maintaining robust systems that ensure:

- Boarders receive prompt support and intervention at first signs of vulnerability or distress.
- Risks—be they accidental, environmental, behavioural, or relational—are identified early and mitigated effectively.
- Physical spaces (boarding houses, study areas, communal zones) are safe and supervised appropriately.
- Staff are comprehensively trained, vetted, and equipped to implement safeguarding measures and know how to respond.
- Independent pathways exist for boarders to raise concerns (e.g., independent listener, advocacy), alongside regular engagement with parents, guardians, and relevant professionals.
- Educational guardian arrangements (if used) are managed and monitored to promote the welfare of pupils, not just their academic progress.

Child Missing in School

We have regular checks to ensure attendance: registration takes place daily, at:

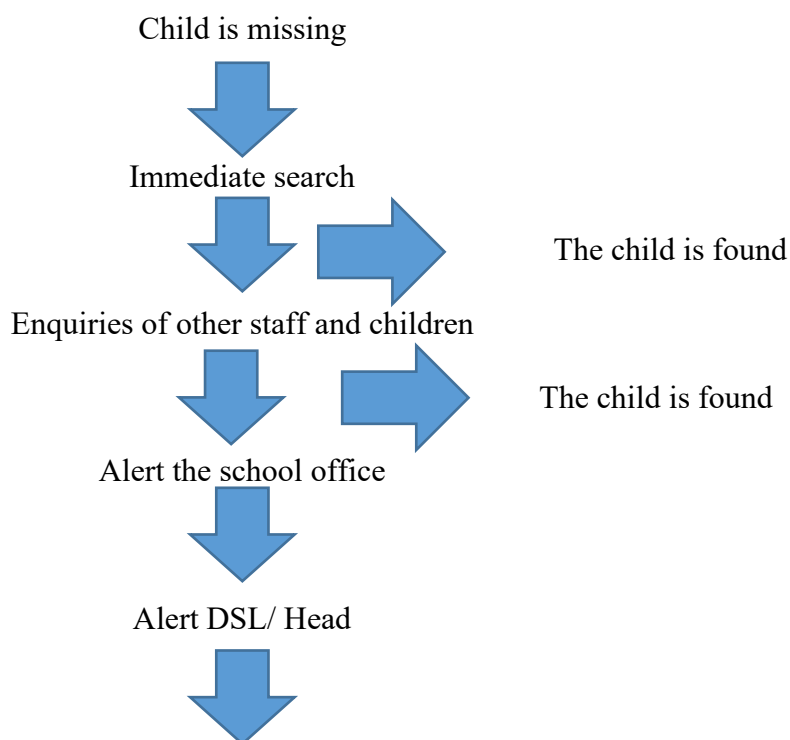
- Pre-school (on arrival, after lunch and when a child leaves)
- Pre-prep (registration at 8.50am, after lunch and after school or club)
- Prep School (registration 8.20am and then again after lunch). We also have a ‘tick off’ procedure for the end of the school day and after clubs.
- Boarders register is taken each at supper, at bedtime and at breakfast the next day.

If a pupil is ever found to be missing (i.e. absent during the day or night with no prior knowledge) the Class Teacher or Duty Staff will start an immediate search for the child. If the pupil cannot be found, all the usual areas should be searched (such as pre-prep garden, classrooms, cloakrooms, music block, sports hall, boarding house etc.) and enquiries made of other staff such as School Office, school nurse, Learning Support, TAs, other teachers etc. and the pupil's friends / classmates. In the event of the pupil not being found, the Head/DSL will be informed by the school office. Additional staff (including teaching and operational staff) on the school premises are then informed and an organised search is arranged immediately. A responsible adult is left to staff the main school phone in case anyone should ring with information. If any pupil is missing after the boarders’ roll call, the houseparent starts the search and follows the above procedure, using the boarding mobile phone rather than staying in the school office which allows them to be an active part of the search (the school boarding mobile number is given on the main school telephone number answer phone message).

The Head/DSL will use their professional judgement and risk assess the urgency of the situation to help inform the timeline required in establishing the pupil’s whereabouts before notifying the Police. At the same time, the pupil's parents should be informed of the situation. Timelines should be on a case-by-case basis.

The judgement on the speed of action to be taken will take into account whether the circumstances are out of character or the context suggests the pupil may be the subject of a crime or at risk of harm to themselves or another, through their vulnerability or otherwise. A pupil may be deemed to be vulnerable if they are of pre-school or pre-prep age; have welfare issues (e.g. family separation, bereavement, child on child abuse etc.); are on a Child Protection Plan (including early help); have a disability or special educational needs (including learning differences, EHCP etc.) or there are existing indications that the pupil has already come to harm (e.g. CSE, grooming, radicalisation etc.)

Summary of Action Flow Chart



Organised search with additional staff



Phone the Police and parents

The child is found.

Search Checklist

● Nursery and Pre-prep garden	● Top field
● Boys/girls cloakrooms	● Astroturf and footpath
● Secret garden	● Bottom courts
● Heads Lawn	● Staff and parent car parks
● Boarding House	● Sports hall and changing rooms
● Classroom/form rooms	● Swimming pool and changing rooms
● Art rooms/ music	● Innovation Centre
● Dining room	● Stanedge Road
● Forest fun area	● Sheds and ground offices
● New Block and Upper Cottage	● Hargreaves Hall
● Learning Support	● Library

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 neglect and exploitation 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

Child Sexual Exploitation & Child Criminal Exploitation

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 with 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, Carrying Weapons and Other Forced Criminal Activity

Child criminal exploitation does not yet have a legal definition. It has sometimes been used interchangeably with the term 'county lines'. County lines exploitation makes up a large proportion of child criminal exploitation, but there are other forms of criminal exploitation involving children.

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.

Discrimination

The March 2026 update of *Working Together to Safeguard Children* strengthens the statutory expectation that all professionals adopt an explicitly anti-racist and anti-discriminatory approach in safeguarding practice. The guidance reinforces that leaders must foster inclusive cultures and that practitioners have a duty to identify, understand and challenge racism and discrimination, recognising how these factors can negatively shape a child's experiences, engagement, and outcomes. The update also emphasises that discrimination itself can create or compound vulnerability, as children who face racism or bias may be less likely to be heard, less willing to disclose concerns, or more exposed to multiple, overlapping harms. Safeguarding decisions must therefore consider how discrimination—whether structural, cultural, or interpersonal—affects risk, resilience and access to support, ensuring

that all practice remains consistently child-centred, equitable and responsive to lived experience. See also page 41.

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.

S. Anselm's participates on Operation Encompass, which is a police and education initiative designed to support children who have experienced domestic abuse. It works by ensuring that schools are informed, before the start of the next school day, about police-attended domestic abuse incidents where children are involved. This allows school to provide immediate and appropriate support to those children. Notifications of domestic violence will be received by local (Derbyshire predominately but other forces too) 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.

Responding to Domestic Abuse Notifications (Operation Encompass)

On receipt of a notification:

1. Information Handling – The DSL (or deputy) will receive the notification through secure channels. Details will be treated as confidential safeguarding information and shared only with staff who need to know in order to support the child.
2. Immediate Support – The DSL will review the child's circumstances, consider any welfare concerns, and make discreet arrangements to monitor and support the child as appropriate. This may include emotional check-ins, pastoral support, and practical adjustments to help the child feel safe in school.
3. Safeguarding Action – Where wider safeguarding risks are identified, the DSL will follow the School's safeguarding procedures, which may include making a referral to children's social care.
4. Record Keeping – All notifications will be recorded on the School's secure safeguarding system, with a factual account of the information received, actions taken, and outcomes. Records will not be stored in general pupil files.
5. Communication with the Child – Staff will not question the child about the incident but will ensure they know where to find a trusted adult in school should they wish to talk.

The School recognises that domestic abuse can have a significant and lasting impact on children's wellbeing, and will ensure ongoing monitoring, support, and liaison with external agencies where appropriate. Further supporting advice is available in Domestic Abuse Notifications - Stopping Domestic Abuse Together (SDAT) Guidance (2022) which is kept in Safeguarding Portfolio.

Early Years

Safeguarding in the Early Years Foundation Stage (EYFS) is rooted in the principle that every child has the right to feel safe, secure, and valued. As young children are particularly vulnerable and may lack the ability to communicate concerns, safeguarding practices in the EYFS focus not only on protection from harm but also on promoting wellbeing and emotional security. In line with *Keeping Children Safe in Education (KCSIE) 2025* and the *Statutory Framework for the EYFS*, our setting ensures robust procedures through highly trained staff, safe and stimulating environments, strong Key Person relationships, open communication with families, and regular supervision and risk assessments. Safeguarding is embedded throughout daily routines and the curriculum — from how we build trusting relationships to how we teach children about their feelings, safety, and rights in age-appropriate ways.

Providers must ensure that all practitioners receive safeguarding training in line with the criteria set out in *Annex C of the Statutory Framework for the Early Years Foundation Stage (EYFS)*. This includes

ensuring that every member of staff has a clear understanding of their roles and responsibilities in safeguarding and child protection, knows how to identify and respond to signs of possible abuse, neglect or exploitation, and understands the procedures for reporting concerns both within the setting and to external agencies. Training must be regularly updated to reflect statutory requirements, local safeguarding partnership guidance, and emerging issues. Records of staff training, including dates, content and attendance, must be maintained and reviewed to ensure compliance. The Designated safeguarding leads (DSLs) are responsible for monitoring the effectiveness of training, providing appropriate supervision, and ensuring that staff feel confident in applying their knowledge in daily practice to keep children safe.

Our approach is further supported by our dedicated **EYFS Safeguarding Policy**, which forms part of the school's Early Years Policy Portfolio. This portfolio outlines the specific procedures and measures in place for our youngest children, ensuring that practice remains aligned with statutory guidance and best practice standards. All EYFS policies, including those related to safeguarding, are available to parents on request or through the school's parent information platform.

Female Genital Mutilation (FGM)

S. Anselm's School recognises and understands that there is 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.

Gender Questioning Children

N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published. See also S. Anselm's Equal Opportunities policy

The Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs.

We have statutory duties to safeguard and promote the welfare of all children and should be respectful and tolerant place where bullying is never tolerated. Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

We are expecting new statutory guidance from the latter part 2025.

LGBTQ+ children

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. We have statutory duties to safeguard and promote the welfare of all children and should be respectful and tolerant place where bullying is never tolerated.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Parental Imprisonment and Police-Related Vulnerabilities

Children who have a parent in prison, on remand, or under police investigation or surveillance may experience additional safeguarding vulnerabilities. These can include emotional distress, stigma, disruption to care arrangements, and potential exposure to unsafe individuals or environments. In line with *Keeping Children Safe in Education (KCSIE) 2025*, the School recognises these risks and ensures that appropriate pastoral support, risk assessment, and liaison with relevant agencies are in place to safeguard the child's welfare and promote stability in their education and wellbeing.

The *Working Together to Safeguard Children 2026* guidance reinforces strengthened expectations around timely and appropriate information sharing across safeguarding partners. This includes circumstances where the police or the Crown Prosecution Service (CPS) may share relevant information with other agencies involved in supporting a child and their family, where appropriate, to ensure coordinated safeguarding responses. The guidance also adds a specific reference to the statutory Information sharing advice for safeguarding practitioners, emphasising that effective multi-agency collaboration relies on clear, lawful and proactive sharing of information to protect children from harm.

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, their vulnerability and the push and pull risk factors 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 6 for Prevent Action Plan.

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.

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.

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.

Concerns About a Child – What to Do

Safeguarding Roles

Safeguarding is everyone’s responsibility, and all members of staff play a vital role in ensuring the safety and well-being of pupils. A clear structure of responsibility supports the effective implementation of safeguarding procedures across the school.

All Staff

Every member of staff, regardless of role, has a duty to safeguard children and promote their welfare. Staff must be vigilant, know how to recognise signs of abuse or neglect, and follow the school’s procedures for reporting concerns as soon as is practicable. All staff receive regular safeguarding training and must read and understand Part 1 of *Keeping Children Safe in Education (KCSIE 2025)*. Staff are expected to create a safe environment, build positive relationships with pupils, and always act in the best interests of the child.

Designated Safeguarding Lead (DSL): Alison Whawell

The DSL has overall responsibility for safeguarding and child protection across the school. This includes ensuring that safeguarding policies and procedures are effectively implemented, maintained, and followed by all staff. The DSL is the main point of contact for any safeguarding concerns and ensures that these are responded to promptly, including making referrals to children’s social care where appropriate. The DSL also coordinates safeguarding training, monitors record-keeping, and liaises with external agencies and the local authority. See Appendix 2 for a full job description.

Deputy Designated Safeguarding Leads (DDSLs): Peter Cook, Katie Baldwin, Katrina Connell

The DDSLs support the DSL in their duties and can act in their absence. They are trained to the same level as the DSL and are available to staff and pupils as additional safeguarding contacts. The DDSLs help manage safeguarding records, support staff with concerns, and help ensure continuity and capacity in the safeguarding team. See Appendix 2 for a full job description.

The Head: Peter Cook

The Head has overall responsibility for the leadership and management of safeguarding within the school. They support the DSL and DDSLs in fulfilling their roles and ensure that safeguarding is embedded in the culture and day-to-day practice of the school. The Head is also responsible for ensuring that safer recruitment procedures are followed and that all staff understand their safeguarding duties. The Head is also a DDSL.

Safeguarding Governor: Annabel McCallum

The Safeguarding Governor provides strategic oversight of safeguarding within the school and ensures accountability. They meet regularly with the DSL to monitor safeguarding policies, procedures, and practice, and report to the full governing body. While not involved in operational matters, the Safeguarding Governor helps ensure that safeguarding remains a key priority at leadership level and that the school meets its statutory responsibilities. See Appendix 2 for further details.

Procedure for Following a Disclosure

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.

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, neglect and exploitation, 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 staff member will discuss these with the DSL.

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 be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. If a child discloses that he or she has been abused or exploited in some way, the member of staff or volunteer should support children appropriately

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. We have a core expectation to explore concerns even when there is not an immediate disclosure by recording and passing on the concern to the Designated Safeguarding Lead (DSL).

If a child discloses that he or she has been abused or exploited in some way, the member of staff or volunteer should support children appropriately.

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.
- Do not promise confidentiality – it might be necessary to refer to Social Care or other agencies.
- Reassure him or her that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Listen, rather than ask direct leading questions.
- Not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Make a written record (through CPOMs or the Pink Form).
- Pass information to the Designated Safeguarding Lead without delay.
- DO NOT allow the child to be interviewed a second time. Accept what the child says and report to the Designated Safeguarding Lead.
- Unless there are concerns that speaking to a parent may place a child in danger the DSL should talk to the parents regarding any concerns e.g., a comment made by a child, an unusual mark or bruise.

- A professional judgement is made as to whether the explanation is satisfactory. This decision involves discussion with the Headteacher.

There is general advice on how to respond to a child wanting to talk about abuse.

- Show acceptance of what the child says (however unlikely the story may sound).
- Keep calm.
- Look at the child directly.
- Be honest.
- Tell the child you will need to let someone else know – don't promise confidentiality.
- Even when a child has broken a rule, they are not to blame for the abuse.
- Be aware that the child may have been threatened or bribed not to tell.
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.

Helpful things to say

- I understand what you are saying;
- Thank you for telling me;
- It's not your fault;
- I will help you.

Things not to say

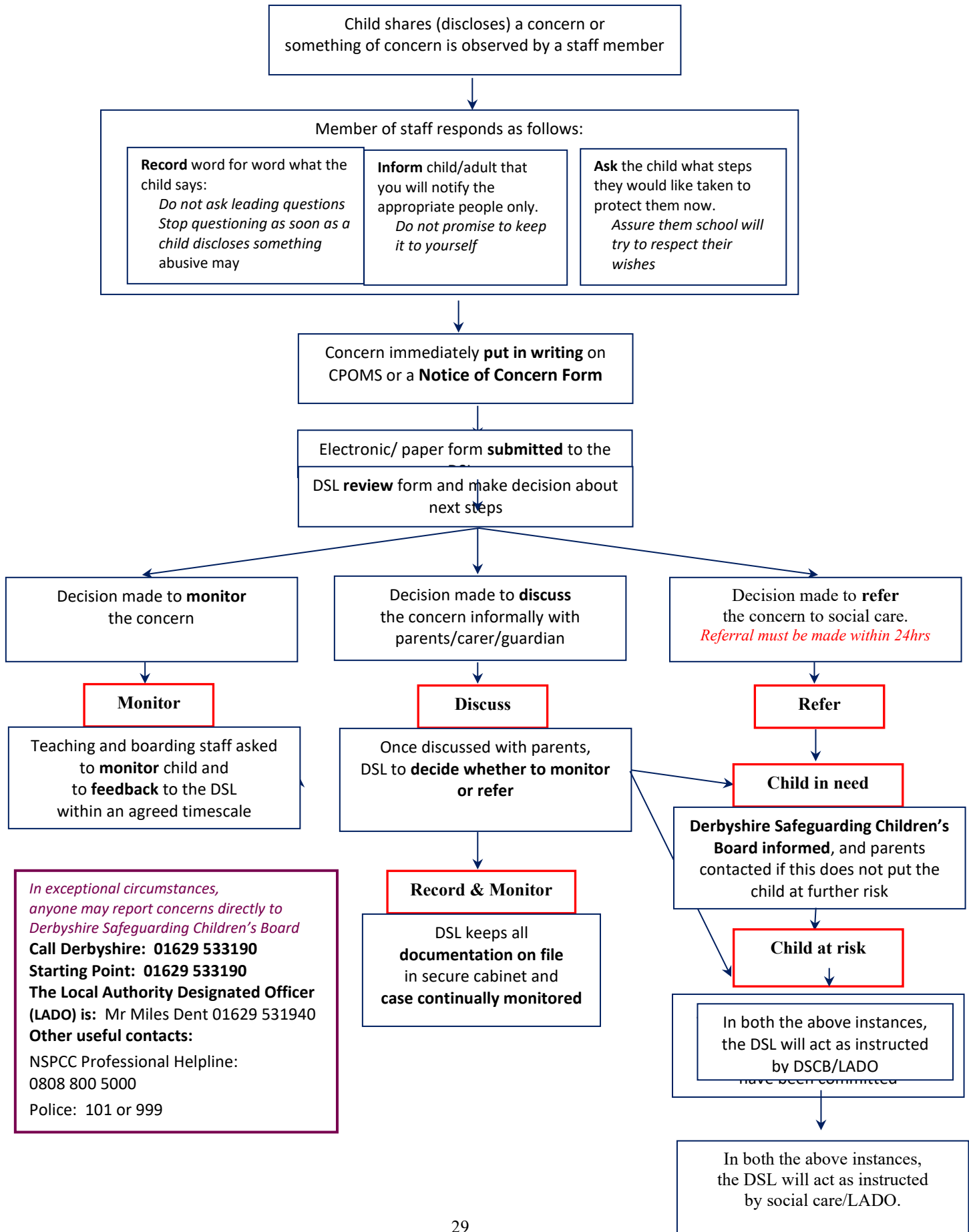
- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else." At the end of the conversation
- Reassure the child that they were right to tell you and show acceptance;
- Let the child know what you are going to do next and that you will let them know what happens;
- Contact the appropriate DSL;
- Consider your own feelings and seek pastoral support if needed;
- Additional consideration needs to be given to children with communication difficulties and to those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to his or her age, understanding and preference.

All staff are able to 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 making a report Record keeping

A flow chart of the course of action to take is copied overleaf and is displayed on staff room notice boards.



Procedure following a concern about a child



When a child has made a disclosure, the member of staff or volunteer is required to make suitable records.

- Include a chronology outlining the details of the disclosure on the Safeguarding Record of Concern form or via CPOMS
- Make notes as soon as possible after the conversation which is verbatim (the exact words used by the child, including swear words)
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury on a Body Map (note that staff should only note injuries that would normally be seen and be careful not to ask children to undress) or use the Body Map functionality via CPOMS
- Record statements and observations rather than interpretations or assumptions
- Give all records to the Designated Safeguarding Lead promptly or submit to CPOMS. No copies should be retained by the member of staff or volunteer. All concerns, discussions and decisions regarding a Safeguarding issue recorded and kept on relevant file.

A Summary Checklist for any staff member to whom an allegation of abuse is made:

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 through CPOMS or the 'Notice of Concern' form, available in the staff room) to the persons responsible:
 - either DSL / deputy (for Safeguarding concerns about a pupil)
 - or Head (for an allegation made about a member of staff)
 - or Chair of Governors (for an allegation made about the Head).
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 at home which a pupil reports to staff; abuse by a stranger outside school, abuse of one pupil by another pupil and abuse of a pupil by a staff member or other adult such as a volunteer.

If the concern raised is about rape or assault by penetration the pupils should be kept separate at all times and a risk assessment carried out.

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. (Appendix10), 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 online such as ‘Stop it now’.

Staff must share information proactively and in a timely manner with safeguarding partners where a risk of harm is identified, in accordance with updated statutory expectations in line with Working Together to Safeguard Children 2026. The school will actively participate in strengthened Multi-Agency Safeguarding Arrangements (MASA), including improved information sharing, accountability expectations, and analysis of disproportionality in partnership data, in line with Working Together to Safeguard Children 2026.

Confidentiality

All matters relating to Safeguarding are confidential.

- The Designated Safeguarding Lead will disclose any information about a student to other members of staff on a ‘need-to-know’ basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise confidentiality to a child.
- All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm. We acknowledge further guidance can be found by visiting Derby City and Derbyshire Safeguarding Children Partnership website.

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). A plan developed using a "Think Family" approach, combined with a safety and wellbeing grid, focuses on addressing the needs of the entire family unit, not just individual members. This approach recognizes that a family's wellbeing is interconnected and that addressing the needs of one member can positively impact others. The safety and wellbeing grid helps professionals assess and manage risks and needs within the family context, ensuring that interventions are tailored to the specific circumstances of each family member

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.

The threshold document for Derby and Derbyshire Safeguarding and Child Protection can be found in Appendix 1. This is a very helpful document and in one clear flow chart it explains the actions for low level needs, emerging needs, complex or serious needs and child protection in three clear stages: what

is the nature of your concern, what action should you take and follow up if you need to make a request for support or a referral.

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 childcare 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'. A virtual school head (VSH) is a strategic leader within a local authority who is responsible for promoting the educational achievement of children who are looked after by the local authority and those in kinship care. Helen Moxon, interim virtual school headteacher, telephone: [01629 538028](tel:01629538028) Email virtualschool@derbyshire.gov.uk. Staff will also be provided with any extra necessary training required to keep looked after children safe.

The updated *Working Together to Safeguard Children 2026* guidance clarifies the increased vulnerability of looked-after children across certain settings and reinforces the essential link between care planning and child protection planning. It emphasises the local authority's duty to provide effective support and protection through the child's care plan and highlights heightened risks such as sexual exploitation. The guidance also introduces strengthened expectations regarding the identification and management of risks within residential settings, recognising that some environments may expose children to additional forms of harm and require robust safeguarding responses.

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 including notes on pupils' wellbeing, behaviour, other issues such as attendance, staff concerns and performance. Wellbeing Manager is monitored by the Safeguarding team and if the information recorded on iSAMs becomes a safeguarding or child protection matter (or adds detail to an existing concern), the information is then transferred to CPOMS by the Safeguarding Team.

When a matter is considered to be of a safeguarding nature staff raise a concern as soon as possible. There are two routes to communicate a concern. Teachers, Teacher Assistants and Office staff should use CPOMS to raise a concern and have had training about how to use this system. There is also a paper-based system which can be used for any concerns raised by staff who do not have easy access to the to a computer such as cleaning staff or bus drivers). The staff member should make records or notes made during conversations, even if on scraps of paper, and these should be kept. These notes and/ or the form are scanned and stored securely in CPOMS. For a staff member who has raised the concern,

they will be kept informed of any outcomes wherever possible and if they feel they have not, they should communicate this to the Safeguarding Team.

For the Safeguarding Team all concerns, discussions and decisions made, and the reasons for those decisions, should be recorded on CPOMS. A chronology is also maintained for each child which outlines the concern, how it has been followed up, decisions reached, actions taken, and the outcome for the child. The chronologies are kept within the secured Safeguarding Area on the S drive.

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 the Head 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 record on CPOMS and in the child's safeguarding chronology.

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, enabling the importance of continuity of care.

Records will be kept securely in line with statutory safeguarding requirements and the local safeguarding partnership's retention guidelines, as set out in the Safeguarding Portfolio.

Staff Support

The school recognises that managing safeguarding concerns and disclosures can be emotionally demanding. Staff who receive a disclosure will be supported through immediate debrief with the DSL or designated senior leader and offered further emotional support if required. The safeguarding team will also have access to supervision, peer support, and professional guidance to ensure their own wellbeing is protected while managing their safeguarding duties effectively.

Support for the Member of Staff Who Received a Disclosure:

1. Immediate Debrief:
 - Offer a confidential debrief with the DSL or senior safeguarding lead to talk through what happened and offer reassurance that they responded appropriately.
2. Emotional Support:
 - Acknowledge the emotional toll of hearing difficult or traumatic information.
 - Signpost to internal or external counselling services (e.g. through an Employee Assistance Programme if available).
3. Clear Guidance:
 - Reassure the staff member that the responsibility for managing the situation now sits with the safeguarding team.
 - Offer clarity on next steps so they don't feel uncertain or burdened.
4. Time to Reflect:
 - If appropriate, allow a short break or adjust duties temporarily to give space to process the event.

Support for the Safeguarding Team:

1. Regular Supervision and Case Review:
 - Provide structured opportunities for reflective supervision (internally or externally) to prevent emotional overload and burnout through Head and Safeguarding Governor.
2. Peer Support:

- Build a culture where DSLs, DDSs and pastoral leaders can check in with one another and share emotional burdens confidentially.
- 3. Ongoing Training:
 - Offer training on vicarious trauma, emotional resilience, and handling disclosures sensitively to build confidence and competence.
- 4. Professional Counselling:
 - Make counselling available, especially after complex or distressing cases, even if informal support is also present.
- 5. Workload Management:
 - Monitor workload and give space if needed after particularly challenging disclosures or referrals.

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-isthe-harm-test>

Staff and volunteers who have 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 Chair of Governors without the Head being informed. In the Head's absence, the allegation should be reported to the Chair of Governors. Where the allegation concerns the DSL, the staff member should report the matter to the Head, or if unavailable to the Chair of Governors. Should the allegation be about the Chair of Governors or the Governing body, the Clerk to the Governing Body should be informed. It's best to make the report in writing, either via email or a letter, clearly outlining the concerns and desired outcome. 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.

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/her 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.

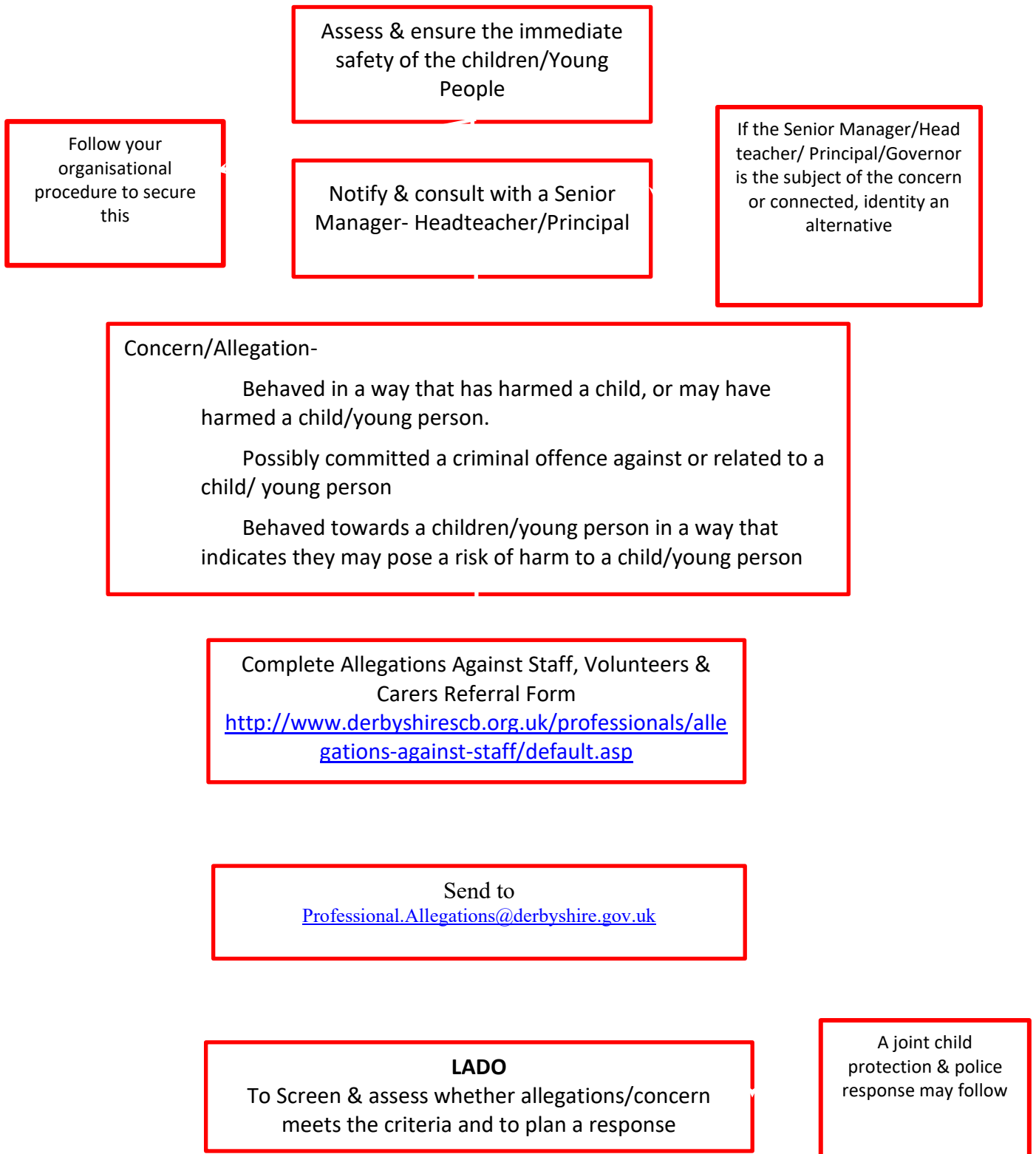
If the allegation concerns a member of staff or a volunteer, he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The individual should be advised to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



Allegations/Concerns against Staff, Volunteers & Carers

LADO Process for Education & Schools



Staff 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 Teaching Regulation Agency (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.

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 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 and as a school we will apply the views of the LADO, KCSiE and Working Together to Safeguard Children(WTSC) when deciding 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 2025): 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 2025 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 Procedure

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and/or
- does not meet the threshold of harm or abuse

All low-level concerns must be:

- reported to the Head or DSL promptly
- recorded in writing and added to ISAMS or Wellbeing to record how the child was affected
- reviewed to identify patterns of behaviour

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 and where staff feel confident to report concerns without fear of reprisal. This relates to the whole school including the Early Years Foundation Stage and is reviewed annually to ensure compliance with current regulations and law and must be read in conjunction with relevant S. Anselm’s School policies.

This procedure sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour as set out in this Child Protection and Safeguarding policy are lived, monitored, and reinforced. The procedure should be read in conjunction with the current statutory guidance – “Keeping Children Safe in Education” Part 4, Section 2.

Who does this apply to?

This applies to all staff and other individuals who work or volunteer in school.

Definition of a low-level concern

A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a ‘nagging doubt’, that a person working in or on behalf of the school may have acted in a way that:

- is inconsistent with the school’s Staff Behaviour Expectations and Code of Conduct as outlined in the Staff Disciplinary policy, and

- does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

Examples of behaviour that could require reporting of a low-level concern include, but are not limited to:

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

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is important that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately.

Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

Reporting low-level concerns

Where a low-level concern has been identified, this will be reported as soon as possible to the Head. However, it is never too late to share a low-level concern if this has not already happened.

Where the head teacher is not available, the information will be reported to the designated safeguarding lead (or deputy), i.e. the most senior member of SLT acting in this role.

Low-level concerns about the Designated Safeguarding Lead or Head of S. Anselm's Prep will also be reported to the Chair of Governors.

Where the low-level concern has had to be reported to the Designated Safeguarding Lead (or deputy), they will inform the head teacher of the details as soon as possible.

Recording concerns

A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward.

Where concerns are reported verbally to the head teacher a record of the conversation will be made by the head teacher which will be signed, timed, and dated.

The Head will maintain a record of staff low level concerns.

Responding to low-level concerns

Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The head teacher will:

- Speak to the person reporting the concern to gather all the relevant information
- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or police (HR advice may also need to be taken)

Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses. The information reported and gathered will then be reviewed to determine whether the behaviour:

- is consistent with the school's Staff Behaviour and Code of Conduct: no further action will be required

- constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. via the Disciplinary Procedures.
- is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and HR advice taken from the Bursar.

Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed:

- when considered with any other low-level concerns that have previously been raised about the same individual, should these concerns reach the threshold for a referral HR advice may be taken and the LADO or Police informed.
- When considered with any other low-level concerns that have previously be made, records will be made of:
 - all internal conversations including any relevant witnesses
 - all external conversations, e.g. with the LADO
 - the decision and the rationale for it
 - any action taken.

Can the reporting person remain anonymous?

The person bringing forward the concern will be named in the written record. Where they request to remain anonymous, this will be respected as far as possible. However, there may be circumstances where this is not possible, e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required.

Should staff report concerns about themselves (i.e. self-report)?

It may be the case that a person finds themselves in a situation which could be misinterpreted or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standards set out in the Staff Behaviour and Code of Conduct. In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

Where behaviour is consistent with the Staff Behaviour and Code of Conduct

Feedback will be given to both parties to explain why the behaviour was consistent with the Staff Behaviour and Code of Conduct.

Should the low-level concerns file be reviewed?

The records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained by the Head.

References

Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.

What is the role of the Governors?

The head teacher will regularly inform the Governors about the implementation of the low-level concerns policy including any evidence of its effectiveness, e.g. with relevant data. The safeguarding governor may also review an anonymised sample to ensure that these concerns have been handled appropriately.

Additional Guidance

SCHOOL PROCEDURES

Recruitment

All staff should be checked prior to commencing employment in accordance with the School's Recruitment Policy (which outlines safer recruitment procedures) and candidates should be aware that online searches will be carried out in line with current guidance in KCSiE 2025 and 'Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children' (July 2018), and following the procedures set out by the Derby and Derbyshire Safeguarding Children Partnership (DDSCP) S. Anselm's should ensure safe recruitment practices always follow the procedures established in the Central Register following the latest advice:

<https://www.gov.uk/disclosure-barring-service-check>. See also Appendix 5

While detailed safer recruitment procedures are set out in the School's Recruitment Policy, safeguarding remains central to all recruitment decisions.

The School ensures that:

- All staff and volunteers are subject to appropriate pre-employment checks, including:
- Enhanced DBS checks (with barred list where applicable)
- Verification of identity and qualifications
- Employment history and references
- At least one member of every recruitment panel has completed safer recruitment training
- Ongoing vigilance is maintained, including through probation, supervision, and performance management

Safeguard Training

As advised by KCSiE 2025, 'Working To Safeguard Children 2026' and DDSCP training is as follows:

DSL & DDSL's – Every 2 years (Job description available at Appendix 2)

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 and this may be through INSET, staff meetings, emails or bulletins.

New Staff (including temporary staff and volunteers) - On induction all new members of staff and volunteers will be provided with training in child protection to ensure they understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for safeguarding and child protection. This will include a copy of this policy including the Code of Conduct for staff, Whistle Blowing Policy, Behaviour Policy, Teacher Handbook (if working as a teacher or TA) & Online Safety Policy; be made aware of the identity of key people –DSL& deputies –Mrs A Whawell, Mr P Cook, Mrs K Baldwin & Mrs Connell and provided with Part One of KCSiE. All staff should be aware of the policies set out above 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). The EYFS framework 2025 includes an annex outlining the minimum requirements for effective safeguarding training for both group and school-based providers and must be referenced.

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

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.

Whistleblowing

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. The school will ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues to the Headteacher. If staff feel unable to raise the issue with the Headteacher or DSL or they feel that their genuine concerns are not being addressed they should speak to the Deputy DSL, or the Safeguarding Governor if they feel their concerns are not being addressed. Staff at school must acknowledge their individual responsibility to bring matters of concern to the attention of Senior Leadership Team. Although this can be difficult this is of paramount importance where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this may be disloyal to a colleague, or you may fear harassment or victimisation. These feelings however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted. These children need us to safeguard their welfare.

Whistleblowing / Escalation

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in safeguarding.

If a staff member has concerns about:

- the conduct of the DSL/ DSLs
- the Head
- or safeguarding practice within the school, they should follow the School's Whistleblowing Policy.

Staff may also contact external agencies directly, including:

- NSPCC Whistleblowing Helpline
- Local Authority Designated Officer (LADO)

No member of staff will suffer detriment for raising a genuine concern.

Equality (see also the Equal Opportunity Policy)

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. The school is committed to creating and sustaining an inclusive, anti-discriminatory culture, and all staff are expected to identify, understand and challenge racism and discrimination in line with Working Together to Safeguard Children 2026. 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. This commitment is also clearly set out in our staff expectations.

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, biphobia 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/RSE 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

Online safety

The school recognises the evolving nature of online risks, including:

- misuse of generative AI tools
- exposure to deepfake or manipulated content
- online coercion and exploitation
- inappropriate online communication

Staff are trained to recognise these risks and respond appropriately.

Pupils are educated through the curriculum (including PSHE/RSE and IT lessons) to:

- understand online risks
- manage their digital behaviour safely
- know how to report concerns

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. Any safeguarding concerns identified through monitoring are acted upon in line with safeguarding procedures.

The online safety policy considers 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, extremism disinformation, misinformation and conspiracy theories. Generative artificial intelligence (AI) is a new area which could potentially increase risk, and our pupils should be educated about this.
- 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 (see Appendix 4), sharing other explicit images and online bullying
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

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, and the school will follow the procedures set out by the DDSCP. The school recognises its responsibility under 'Keeping Children Safe in Education (2025)' to ensure appropriate filtering and monitoring systems are in place to safeguard pupils online.

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. 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 effectiveness of these procedures will be reviewed periodically to keep up with evolving cyber-crime technologies and at least once per term. The Southwest Grid for Learning <https://swgfl.org.uk/services/test-filtering/> is used at least once per term to ensure standards are met and this is reported to the DSL and Board of Trustees.

The school ensures that:

- Appropriate filtering systems are in place to block harmful and inappropriate content, including extremist and illegal material.
- Monitoring systems are in place to identify safeguarding concerns, including those relating to:
 - bullying
 - sexualised behaviour
 - radicalisation
 - self-harm
 - use of generative AI in unsafe ways

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

The Designated Safeguarding Lead (DSL) has overall responsibility for safeguarding, including oversight of filtering and monitoring.

Addooco is responsible for the day-to-day management of filtering and monitoring systems.

The DSL works closely with the Addooco to review alerts and ensure appropriate responses.

Cyber bullying

See separate Anti – bullying policy.

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 updated KCSiE 2025 guidance recommends that education professionals read the DfE Data Protection guidance for schools (DfE, 2024b).

The seven golden rules for information sharing are:

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).

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.

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 Whawell.

Whilst the Data Protection Act 2018 and UK 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.

PSHE/ RSE

The school understands it plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school 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. The school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based PSHE and RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. This is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

The school ensures there is a robust programme of PSHE and RSE in all year groups and several helpful topics are covered which underline the principles of safeguarding in the school and has a crucial role in preventative education. At S. Anselm's this learning takes place in PSHE/RSE lessons, form time, in assemblies and sometimes in one off sessions or by visiting speaker.

Personal, Social, Health and Economic (PSHE) education forms part of the curriculum. This program aims to equip students with the knowledge, skills, and understanding necessary to lead confident, healthy, and independent lives, and to become responsible citizens. PSHE is integrated into the curriculum through various methods, including circle time, assemblies, and distinct lessons.

Relationship Education and Relationship and Sex Education (RSE) is lifelong learning about physical, moral and emotional development, and the understanding of the importance of loving and caring relationships. Relationship Education and RSE teaches young people about how to be safe and healthy and how to manage their personal and social lives in a positive way and will enable them to make healthy informed decisions. The principles of positive relationships also apply online especially as, by the end of Year 6, most pupils will already be using the internet both for their exploration of the world they live in and for engaging with their friends and peers. Relationship Education and RSE involves a combination of sharing information and exploring issues and values.

This program tackles, at age-appropriate stages, 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, and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

We are expecting a revised guidance on Relationships, Sex and Health Education in September 2025.

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 Teacher Handbook and Staff Behaviour/ Code of Conduct Policies)

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.

Staff ratios

Staff should ensure that pupils are always supervised appropriately 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, including content of talks. 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).

ADVICE TO STAFF

One to One Situation 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)

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.

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/ Behaviour Expectations, 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.

Support for Children

Beyond statutory safeguarding procedures, our school places a strong emphasis on nurturing each child's emotional health and sense of agency.

At S. Anselm's, we are guided by our school motto, *Esse Quam Videri – To be, rather than to seem to be*. This reflects our commitment to authenticity, integrity, and the genuine development of character in every pupil. Our unique blend of tradition and informality nurtures a strong sense of partnership between teacher and pupil. We share in the excitement of education and discovery, encouraging both method and perseverance so that children can experience the fulfilment of taking responsibility for their learning and achievements.

S. Anselm's aims to encourage individuality, creativity, perseverance, and tolerance. We strive to develop inquisitive thinking and a love of learning, where independent thought is celebrated. We foster in every child a clear understanding of themselves and how they can positively contribute to society. Pupils are supported in recognising the strengths in others and understanding how they may be different; Anselmians are encouraged to discover more for themselves. We seek to instil in our pupils the values, moral courage, and inner strength to engage meaningfully with the modern world — not merely to succeed, but to make a positive difference to those around them. We also aim to nurture a deep sense of pride and belonging among pupils, former pupils, parents, and staff within the S. Anselm's community.

As part of our ethos, the school actively promotes a culture of non-violence, mutual respect, and the importance of speaking up. Pupils are encouraged to report concerns immediately, knowing they will be listened to and supported. We are proud of our culture, but never complacent — and remain committed to ongoing reflection and improvement in order to safeguard and support every child in our care.

Children are encouraged to express their thoughts, feelings, and concerns through regular opportunities such as class discussions in form time and PSHE, in themed weeks such as the activities during Anti-bullying week, circle time, and school council meetings. We foster a culture where every child knows who they can speak to — whether it's their class teacher, form tutor, school nurse, pastoral lead, or another trusted adult. We also provide drop-in pastoral support, mentoring schemes, and worry boxes (including Marvin the Worry Monster in Pre-Prep) to ensure pupils have safe and accessible ways to ask for help and in the pupil planner and on posters around the school we advertise where children can go to for help. Our aim is to create an environment where children feel listened to, respected, and supported at every stage of their school life.

In line with the National Minimum Standards for Boarding Schools (2022) and *Keeping Children Safe in Education (KCSIE)*, pupils in boarding must be able to access help, advice, and safeguarding support easily and confidentially. While not strictly statutory, it is considered best practice — and effectively essential — to display clear and accessible information within boarding houses. This includes posters with contact details for the Designated Safeguarding Lead and safeguarding Team, the Independent Listener, Childline, and local safeguarding services. These visual prompts help ensure that boarders are always aware of who they can turn to and how to reach them, supporting a culture of openness, trust, and child-centred care.

Management of the policy

The Governing Body will oversee the policy, ensure its implementation and review its contents on an annual basis. The Governing Body ensures that safeguarding is effective and compliant with statutory guidance.

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

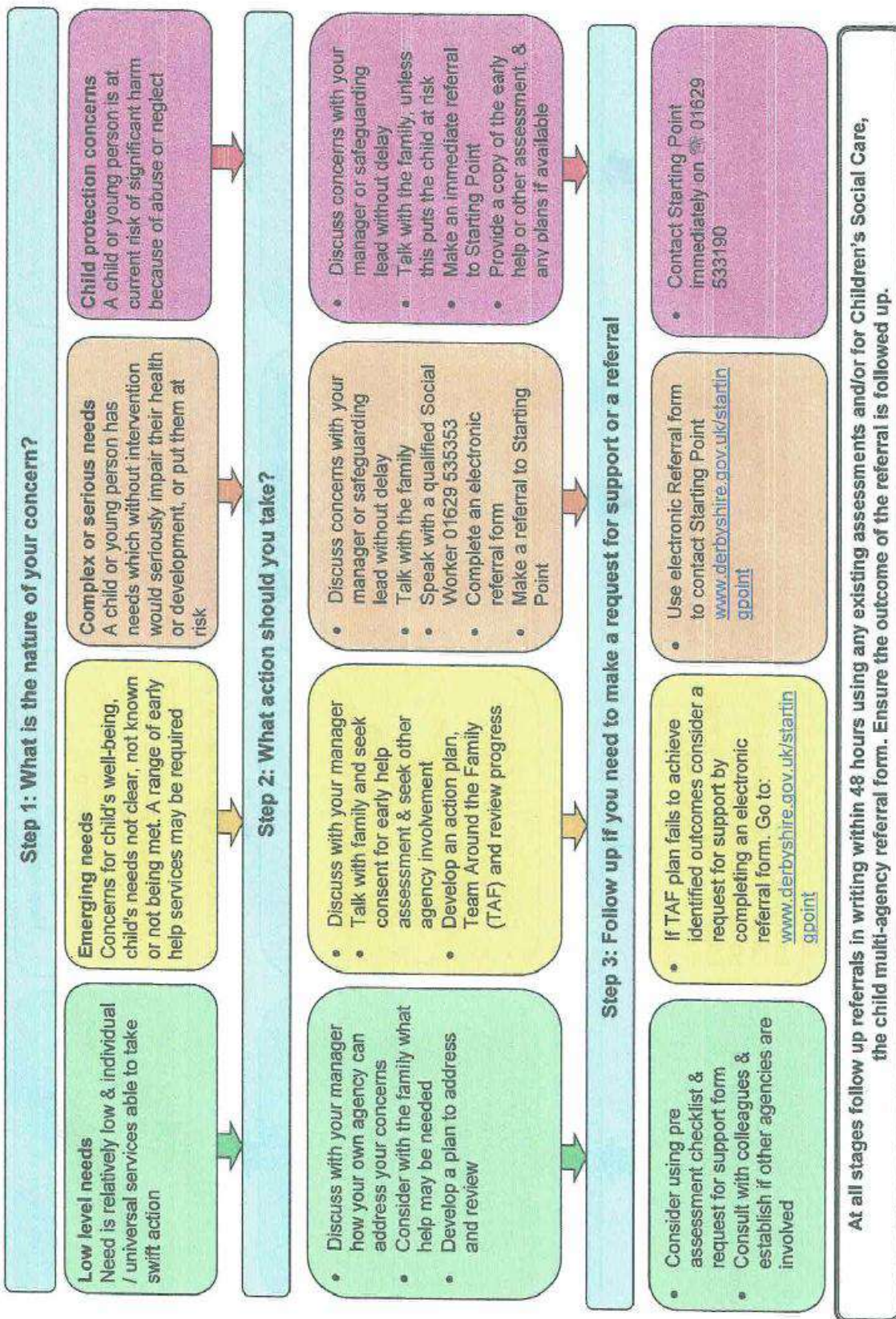
The Designated Safeguarding Lead and deputy will complete the Safeguarding Audit with an action plan annually.

The Head / DSL will report any significant changes to the Chair of Trustees (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 off by the Chair of Trustees and the Head. The original of these signatures will remain with the governing body minutes.

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



Role of the Designated Safeguarding Lead

The **Designated Safeguarding Lead (DSL)** is a member of the school's senior staff, appointed to take lead responsibility for safeguarding and child protection. This includes managing concerns, liaising with external agencies, ensuring staff training, maintaining safeguarding records, and acting as a point of contact for pupils, staff, and parents on safeguarding matters.

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.
- Keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions for both when a referral was or was not made.

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 the three safeguarding partners

Online Safety

- **Lead Responsibility for Online Safety**
Take overarching responsibility for online safety across the school, ensuring it is embedded within the safeguarding culture, policy framework, and operational practice and ensure online safety is reflected in all safeguarding processes and across the wider school ethos.

- Filtering and Monitoring Oversight
 - Maintain lead oversight and understanding of the school's filtering and monitoring systems, including how content is filtered, monitored, flagged, and reviewed.
 - Ensure systems meet DfE Filtering and Monitoring Standards and are reviewed regularly for effectiveness.
 - Ensure appropriate and timely responses to incidents flagged through monitoring systems.
- Staff Training and Capability
 - Ensure all staff receive regular training in online safety, including recognising online harms such as grooming, cyberbullying, inappropriate content, extremism, coercion, and AI-generated risks.
 - Ensure staff understand and follow online safety reporting procedures.
 - Maintain up-to-date personal knowledge of online safety developments, platforms, legislation and online risks, including developments linked to the Online Safety Act.
- Curriculum Integration and Pupil Education
 - Ensure online safety is embedded into curriculum provision, including Computing, PSHE and RSHE.
 - Work with curriculum leads to ensure pupils learn how to recognise, avoid and report online risks in an age-appropriate manner.
- Additional Risks for SEND Pupils
 - Recognise the additional online vulnerability of children with SEND, including increased risk of grooming, cyberbullying, radicalisation, and coercion.
 - Ensure tailored support and controls are in place to protect SEND pupils online.
- Working with Partners
 - Work collaboratively with IT staff, Senior Leadership Team, safeguarding partners, external agencies, and local/national online safety providers.
 - Coordinate support for parents and carers, including providing guidance on current online risks and safe practices at home.

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 know referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the LEA/ 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, to maximise those outcomes for the child.
- Organise training in safeguarding and child protection, is updated in accordance with the requirements of the local safeguarding authority for the head and all staff, and all part-time and voluntary staff who work with children are to be made aware of the arrangements. This training will include all elements of the safeguarding policy, indicators of abuse, procedures for reporting including 'whistleblowing', the role of the Safeguarding lead and other significant staff, plus important contact details.
- Ensure all staff are trained in how to report and how to manage a report, either to the DSL, or directly to the Safeguarding Partnership.
- Ensure all staff annually read the latest version of KCSIE, Part 1 and Annex B, and sign to confirm that they have read and understood the contents. All staff are also required to complete online Safeguarding courses which are assessed to demonstrate understanding of safeguarding.

Safeguarding training is also given to new Governors and volunteers. Update training is given to everyone at least annually. There are regular updates and reminders throughout the year

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.

All **Deputy Designated Safeguarding Leads (DDSLs)** receive training to the same standard as the Designated Safeguarding Lead (DSL) and are expected to carry out the full range of responsibilities associated with the role. This includes acting with the same level of authority, decision-making, and accountability in the absence of the DSL, ensuring continuity of safeguarding practice and leadership across the school.

The **Safeguarding Governor** is a member of the Governing Body who provides strategic oversight and challenge to ensure that safeguarding arrangements are effective. The Safeguarding Governor does not get involved in day-to-day case management but monitors policy compliance, supports the DSL in fulfilling their role, and ensures the Governing Body meets its statutory safeguarding duties.

The Safeguarding Governor:

- meets regularly with the DSL to review safeguarding practice
- monitors the effectiveness of safeguarding policies and procedures
- provides challenge and support to the leadership team
- reports safeguarding matters to the governing body

Aspect	Designated Safeguarding Lead (DSL)	Safeguarding Governor
Role Type	School staff member	Member of Governing Body
Main Purpose	Operational lead for safeguarding and child protection	Strategic oversight of safeguarding arrangements
Day-to-Day Involvement	Directly manages cases, liaises with agencies, and supports pupils and staff	No direct case management; focuses on monitoring and challenge
Key Duties	Manage referrals, keep records, deliver staff training, act as contact point	Ensure policies meet statutory requirements, monitor compliance, support and challenge DSL
Training	Advanced safeguarding training updated regularly	Governor safeguarding training; understanding of statutory duties
Interaction	Works closely with pupils, parents, staff, and agencies	Works with DSL and Head to review safeguarding provision

Accountability	Reports to Headteacher and Governing Body	Reports to full Governing Body on safeguarding effectiveness
<p>Online Safety Responsibilities (KCSIE 2025)</p>	<ul style="list-style-type: none"> • Leads all aspects of online safety in line with KCSIE 2025, ensuring online safety is embedded into safeguarding culture. • Has lead oversight of filtering & monitoring systems, ensuring they meet DfE standards and are reviewed regularly. • Ensures staff receive training on online harms, including AI-generated risks, grooming, cyberbullying, extremism and harmful content. • Keeps up to date with current and emerging risks, including requirements from the Online Safety Act. • Ensures online safety is integrated into the curriculum and adapted for SEND pupils. • Coordinates online-safety work with IT staff, SLT, parents, and external agencies. 	<ul style="list-style-type: none"> • Provides strategic challenge to ensure leaders meet KCSIE 2025 online-safety expectations. • Oversees the effectiveness of filtering & monitoring systems and ensures compliance with DfE standards. • Ensures the school’s online-safety policy suite (AUPs, filtering/monitoring, mobile phones, remote learning, AI use) is up to date. • Monitors training provision for staff and governors, ensuring online safety is prioritised. • Ensures the DSL is supported in fulfilling online safety responsibilities.

Preventing and Responding to Sexual Violence, Harassment, and Abuse in Education Settings

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 in KCSiE 2025.

Responding to Incidents of Nude and Semi-Nude Image Sharing: Guidance for Schools and Education Settings

(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.

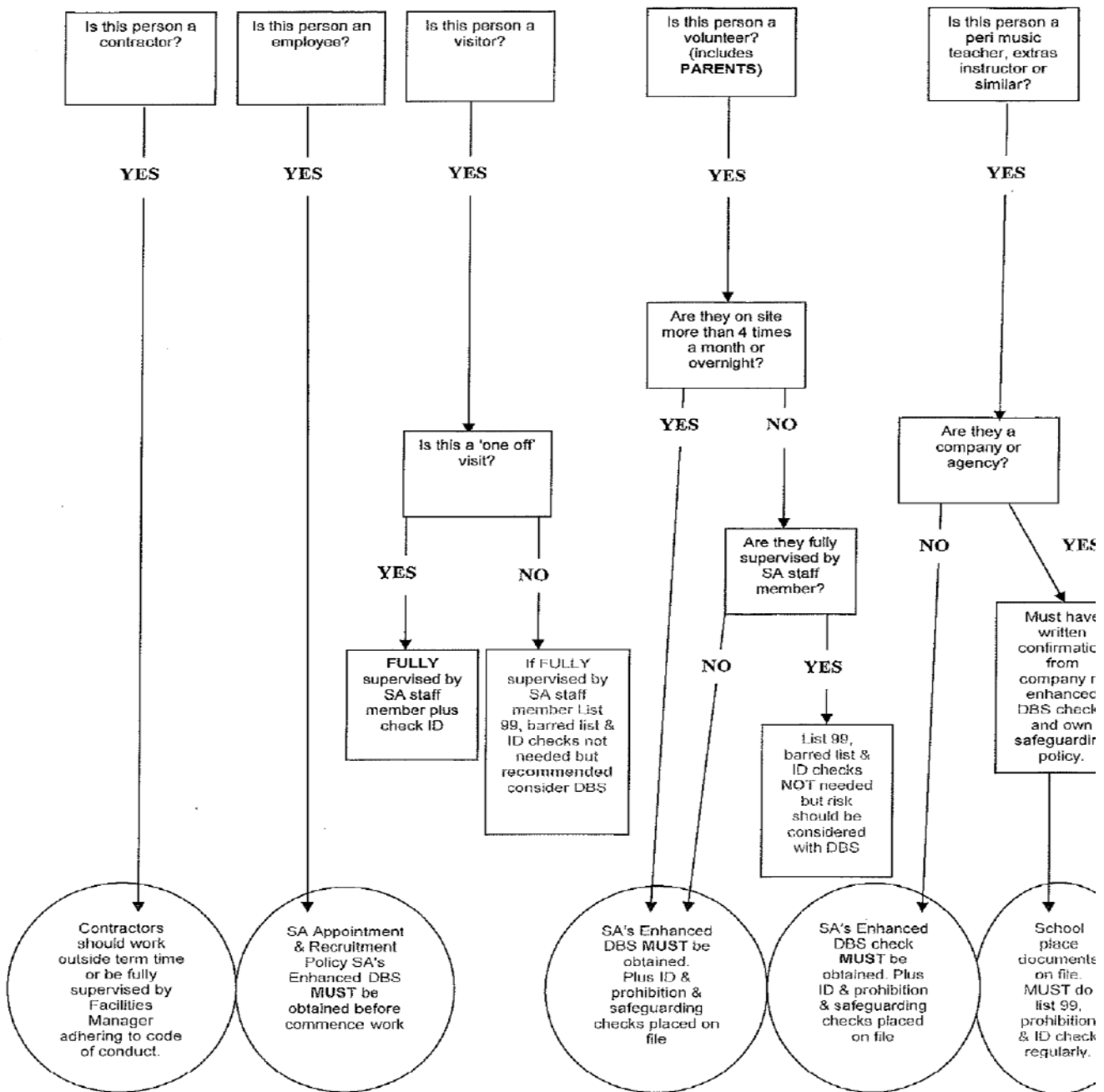
There is a useful guide which Mrs Whawell has to help parents deal with sexting.

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)

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



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.	All staff
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.	DSL 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 DSL
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

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 (Mr Cook, Mrs Whawell, Miss Flack, your form teacher, a houseparent, the school nurse); 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 Listeners
Mrs Lisa Donnelly ☎ 01629 816830
Reverend Alan Isaacson ☎ 01629 816831
Reverend Hilda Isaacson ☎ 01629 816832
listener@anselms.co.uk
- ✔ 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

Risk Assessment: Safeguarding and Insurance Considerations

Location: S. Anselm’s School

Assessor: Alison Whawell

Date: August 2025

Review Date: [August 2026]

1. Purpose

To assess safeguarding-related risks that may have implications for school insurance coverage, ensuring the school remains compliant, insured, and proactively mitigates risks to pupils, staff, and visitors.

2. Risk Identification and Management Table

Risk	Hazard	Potential Impact	Current Controls	Further Action Required	Responsibility
1. Staff/volunteers without appropriate checks	Failure to complete DBS/barred list checks may lead to harm	Safeguarding breach; invalidation of insurance; reputational damage	Safer recruitment procedure in Recruitment Policy; Single Central Record; visitor policy; ID badge system	Regular audit of SCR; update recruitment and visitor protocols as needed	DSL; HR; Head
2. Abuse allegation mishandled	Poor safeguarding response can result in claims or legal action	Legal liability; insurance claim rejection	Staff trained in KCSIE, reporting and recording procedures; DSL oversight	Ensure refresher training is up to date; maintain chronologies	DSL; SLT
3. Inadequate supervision	Insufficient adult supervision leading to harm or incident	Injury to pupil; insurance liability	Clear staff-pupil ratios; supervision rota; risk assessments for trips	Reassess supervision during high-risk activities (e.g. boarding, trips)	EVC; Head; Houseparents
4. Unreported safeguarding incidents	Delay in reporting may lead to unresolved harm and liability	Serious case reviews; insurance exclusions	Clear whistleblowing and safeguarding policies; staff training	Continue to promote a culture of openness; DSL drop-in clinics	DSL; Head
5. Off-site activities/trips	Incomplete risk assessments or safeguarding planning	Injury or incident outside school; claim not covered	Off-site visits policy; risk assessment templates; parental consent	Review insurance coverage for high-risk activities; staff trip training	Head, Bursar
6. Contractors or visitors on site	Lack of safeguarding awareness or supervision	Child exposed to harm; insurance implications	Visitor protocol; ID badge system; staff escort policy	Ensure regular safeguarding briefings for contractors	Site Manager; DSL
7. Lack of documentation for insurers	Inability to evidence safeguarding practice if claim arises	Claim rejection; regulatory action	Records maintained securely; safeguarding files documented	Review document retention and backup protocols	DSL; Admin
8. Boarding supervision gaps (if applicable)	Inconsistent communication between day and boarding staff	Missed concerns; regulatory breach; insurance scrutiny	Use of ISAMS or CPOMS; boarding staff briefings; regular liaison	Audit communication logs; DSL to lead joint review meetings	DSL; Houseparents

3. Insurance Provider Notification

The school’s insurer requires:

- Annual confirmation of KCSIE-compliant safeguarding practice
- Evidence of safer recruitment processes
- Prompt reporting of any incident that could give rise to a claim
- Secure documentation of allegations, actions, and outcomes

4. Overall Risk Level

Low to Medium, with controls in place. Ongoing vigilance required to ensure compliance and that cover remains valid in the event of a claim.

5. Recommendations

- Schedule internal audit of safeguarding and safer recruitment procedures (termly).
- Review policy alignment with National Minimum Standards.
- Check insurance coverage limits and exclusions annually with broker.
- Ensure safeguarding is considered in all contractor agreements and third-party usage of school premises.