

St. John's Prep. & Senior School



Safeguarding & Child Protection Policy

Last annual review by leadership team	Last annual review by The Principal
September 2020	September, 2020.

SAFEGUARDING AND CHILD PROTECTION POLICY

St. John's Prep & Senior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The health, safety and welfare of all our children are of paramount importance to all the adults who work in our School. We aim to create a culture of vigilance and promote the health, well-being and safety of the pupils in all we do. Our children have the right to protection, regardless of age, gender, ability, race or social background. Children have a basic right to live their lives free from abuse. They have a right to be safe in our School.

St. John's Prep. & Senior School recognises and understands its statutory responsibilities to work together in partnership with other agencies to help children to grow up in a healthy and safe environment.

1. INTRODUCTION

Safeguarding refers to the policy and procedures we implement to keep all pupils in our School safe.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child Protection refers to the policy and procedures we implement to protect pupils who are at risk of serious harm or have been seriously harmed.

This Child Protection Policy forms part of a suite of documents and policies, which relate to the safeguarding responsibilities of the School. In particular this policy should be read in conjunction with the following policies:

- Behaviour Policy
- Anti-Bullying Policy
- Whistle-blowing Policy

We recognise the following definitions:

Definition of a Child: - Anyone under 18 years old.

Definition of a Position of Trust – Anyone who works regularly with under 18's.

2. PURPOSE OF THE POLICY

The purpose of this policy is to:

- Inform staff, parents and volunteers about the School's responsibilities for safeguarding children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.
- ensure that all pupils know they are valued and their concerns will be taken seriously and addressed by the adults who care for them; we want all children to feel safe and know how to get help if they ever have concerns about any aspect of their physical or emotional safety.
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- Ensure that we are aware of children who may be more vulnerable because of a disability or other special or additional needs.

Safeguarding concerns can arise anywhere and staff should be alert to possible concerns being raised in this School.

The School follows the procedures established under the [Enfield Safeguarding Children Partnership Arrangements](#).

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All School staff and volunteers receive annual safeguarding and child protection training, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. There are regular opportunities to discuss safeguarding in staff meetings and briefings to ensure staff are kept up-to-date. Staff who are new to the School receive safeguarding and child protection training as part of their induction to the School and staff are informed of how to raise concerns immediately.

Staff need to remember that relationships and associations that they have in school and outside of school (including online) may have an implication for the safeguarding of children in the school. If there is a change in their circumstances, the member of staff must speak to the Head teacher.

We will

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.
- Establish and maintain an environment where School staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and wellbeing of a child.

- Ensure children know that there are adults in the School whom they can approach if they are worried.
- Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.

Through the SMSC curriculum we include relevant opportunities for pupils of all ages to develop the skills they need to recognise and stay safe from abuse.

Through our computing/ICT curriculum, we include modules on online safety. This is also reinforced by an annual visit from a member of CEOP who talks to both parents and pupils about staying safe online.

3. STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, the School will act in accordance with the following legislation and guidance:

- Education Act 2011 (section 175)
- Sexual Offences Act 2003
- Childcare Act (2006) (as amended 2018)
- Children's Act 2004
- Children and Families Act 2014
- Data Protection Act 2018
- School Staffing (England) Regulations 2015 (Amended)
- Education (Independent School Standards - England) Regulations 2015 (Amended)
- LSCB Inter-agency Child Protection and Safeguarding Children Procedures (2010)
- Working Together to Safeguard Children (HM Government 2018 updated 2019)
- Statutory Framework for the Early Years Foundation Stage (DfE 2017)
- Keeping Children Safe in Education (DfE - September, 2020)
- The Prevent Duty (2015)
- Counter Terrorism and Security Act 2015 (Section 26)
- Sexting in schools and colleges, responding to incidents, and safeguarding young people (UKCCIS 2016)
- Sexual Violence and Sexual Harassment between Children (May 2018)
- What to do if you are worried a child is being abused (2015)
- Information Sharing Advice (2018)

Working Together to Safeguard Children (HM Government 2019) requires all Schools to follow agreed procedures for protecting children from abuse. From September 2019, these procedures fall under the new partnership arrangements (instead of safeguarding boards). As our school is located within the London Borough of Enfield, we follow the [Enfield Safeguarding Children Partnership Arrangements](#).

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Keeping Children Safe in Education (DfE, 2020) places the following responsibilities on all Schools:

- Governing bodies and proprietors must ensure that they comply with their duties under legislation.
- Staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.
- All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse.

A Designated Safeguarding Lead person (DSL) should have responsibility for co-ordinating action within the School and liaising with other agencies.

Staff with designated responsibility for child protection should receive appropriate training. The Government guidance 'Keeping Children Safe in Education – information for all School and college staff' forms part of this policy and a copy of Part 1 and Appendix A, along with Appendix B - 'Covid-19 Return to School Arrangements and Child Protection', is given to all staff.

4. SCHOOL PROCEDURES – HEADTEACHER'S RESPONSIBILITIES

It is the role of the headteacher to ensure that:

- the leadership team adopts appropriate policies and procedures to safeguard children in the school;
- these policies are implemented by all staff;
- all staff receive Safeguarding and Child Protection training;
- sufficient resources and time are allocated for staff to carry out their responsibilities effectively;
- all staff and volunteers in the School are able to voice their concern if they feel that a child is vulnerable, or that there are any particular practices that are unsafe.

5. SCHOOL PROCEDURES - DESIGNATED SAFEGUARDING LEAD PERSON(S) RESPONSIBILITIES

The Designated Safeguarding Lead Person(s) and deputies for Safeguarding and Child Protection in this School are listed below:

- **Senior School**

Mrs. Virginie Hopp (Senior DSL), Mr. Alexander Tardios, Miss Tardios and Mrs Li-Teterra.

- **Prep. School**

Mrs. Robinson-Farenden (Senior DSL), Mrs. Calliope Tardios, Mrs. Brandon and Mrs. Richardson.

It is the role of the Designated Senior Person for Child Protection to:

- Ensure that all staff receive, read and sign to say that they understand the School's safeguarding policy, staff Code of Conduct and Keeping Children Safe in Education Part 1 including Appendices A and B.
- Ensure that he/she receives refresher training at least two yearly intervals to keep his/her knowledge and skills up to date.
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training at regular intervals and weekly updates as necessary.
- Ensure that new staff receive a safeguarding children induction within 7 working days of commencement of their contract and understand immediately how they should report a concern.
- Ensure that temporary staff and volunteers are made aware of the School's arrangements for safeguarding children and understand immediately how they should report a concern.
- Receive concerns about the conduct of staff.
- Ensure that the School operates within the legislative framework and recommended guidance.
- Be aware of and work together with the three local safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) and with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs
- Ensure that all staff and volunteers are aware of [Enfield Safeguarding Children Partnership Arrangements](#) which represent a multi-agency partnership between the local police, local authority and the clinical commissioning group, working together to safeguard and promote the welfare of children and young people in Enfield.
- Ensure that the Head teacher is kept fully informed of any concerns.
- Develop effective working relationships with other agencies and services.
- Should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC - When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an assessment under the Common Assessment Framework (CAF) or refer to Children, Schools and Families social care.

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- Liaise and work with social care teams over suspected cases of child abuse.
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed through secure transit should the child transfer to a new provision with a confirmation of receipt obtained.
- Submit reports to ensure the School's attendance at child protection conferences and contribute to decision making and delivery of actions planned to safeguard the child.
- Ensure that the School effectively monitors children, about whom there are concerns, including notifying Social care when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- Provide guidance to parents, children and staff about obtaining suitable support.
- Maintain a training record showing the dates and types of safeguarding and child protection training undertaken by every member of staff at the School, regardless of role.

6. SCHOOL PROCEDURES - STAFF RESPONSIBILITIES

If any member of staff is concerned about a child, he or she must inform a Designated Senior Person, promptly. Staff should not explore or investigate concerns themselves.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. A Pro-forma Concern Form can be found at the end of this policy. The record must be signed.

Verbal conversations must be recorded in writing as soon as possible using the School's Concern Form.

Completed Concern Forms must be taken to: Mrs. Virginie Hopp (Senior School) or Mrs. Linda Robinson-Farenden (Prep. School). In the unlikely event of these two people not being available to deal with an emergency involving Child Protection issues, then the teacher must speak to another member of the DSL of the relevant School, who will deal with the matter. This would only occur in extreme circumstances.

The Designated Senior Person will decide whether the concerns should be referred to Social care. If it is decided to make a referral to Social care this will be done with prior discussion with the parents, unless to do so would place the child at further risk of harm.

Particular attention will be paid to the attendance and development of any child about whom the School has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes School, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving School, in a secure manner, and separate from the child's academic file and obtain confirmation of receipt.

In exceptional circumstances, such as in an emergency or genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy. The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0800 028 0285.

7. STAFF TRAINING

All staff in the School will undertake regular updates to ensure they are competent to carry out their responsibilities for safeguarding, the promotion of the welfare of children and to create an environment where staff feel able to raise concerns and feel supported in their safeguarding role. The training will enable all staff to be able to recognise the signs and symptoms of abuse and neglect. A weekly update from our Safeguarding consultant – Andrew Hall – detailing any new regulations or items of interest in relation to Safeguarding issues is sent to all staff through the school g-mail system.

New members of staff are given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare. They are given a copy of the School's Safeguarding policy (including procedures for managing children who are missing education), Behaviour Policy, Keeping Children Safe in Education – Information for all staff, including Appendix A, the staff Code of Conduct; and the name of the Designated Safeguarding Lead.

The Designated Safeguarding Person(s) undertake training every two years and take other opportunities to update their knowledge at least annually

All staff, including those who do not work directly with children (for example, office staff, premises staff or catering staff), undertake training annually. Awareness of various safeguarding issues will also be imparted to staff through their weekly meeting minutes as required.

Staff involved in recruiting new staff will receive training for that role every five years.

A separate training record for safeguarding and child protection is maintained by: Mrs. Linda Robinson-Farenden – Deputy Head of the Prep. School and by Miss Virginie Hopp at the Senior School. During the new staff induction process, or when the School's Safeguarding Policy is renewed, all staff sign to say that they have received, read and understand the updated policies; a record of this is filed in the staff members' profile.

8. VULNERABLE PUPILS

We acknowledge that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and

injury relate to the child's disability without further exploration; children with SEN and disabilities have a higher risk of being left out, of being isolated from their peers and can be disproportionately impacted by things like bullying - without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

The school has a strong commitment to our anti-bullying policy and will consider all coercive acts and peer on peer abuse within a Child Protection context. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the school's behaviour policy. As a school, we will minimise the risk of allegations against other pupils by providing a developmentally appropriate SMSC/PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe, having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued, delivering targeted work on assertiveness and keeping safe to those pupils identified as being at greater risk, developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils. We also use a 'playground buddy' system which can help children who are finding break times difficult.

We will always ascertain the views and feelings of all children. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children.

9. WHEN TO BE CONCERNED

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm. These indicators can be found in 'Keeping Children Safe in Education – information for all staff (2020)', which forms part of this document.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home.
- Act in a way that is inappropriate to her/his age and development. (Full account needs to be taken of different patterns of development and different ethnic groups).
- Display insufficient sense of 'boundaries', lack stranger awareness.
- Appear wary of adults and display 'frozen watchfulness'.
- Not attend school regularly.

- Show a significant decline in performance, signs of self-harm, significant change in well-being, signs of assault or unexplained injuries.

10. DEALING WITH A DISCLOSURE

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

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.
- Not promise confidentiality — it might be necessary to refer to Children Schools and Families.
- Reassure him or her that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Make a written record.
- Pass the information to the Designated Senior Person without delay.

11. SUPPORT

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

12. CONFIDENTIALITY

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

- All staff in Schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Social care and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality — instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- If a refusal to maintain confidentiality leads to a child refusing to disclose, they should be offered alternative ways to share the concerns, for example, by giving the name of someone else they could talk to or sharing the details for Child Line (www.childline.org.uk 0800 1111) Do not leave the child thinking there is no-one to talk to. Reassure the child they can always come back and talk to you at another time.

- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

13. COMMUNICATION WITH PARENTS

As a School we will:

- Undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child at further risk of harm.
- Ensure that parents have an understanding of the responsibilities placed on the School and staff for safeguarding children.
- Ensure that parents are aware that a copy of our Safeguarding & Child Protection Policy can be found on our School web site.

14. SHARING INFORMATION (Information Sharing 2018)

Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death. Poor or non-existent information sharing is a factor repeatedly flagged up as an issue in Serious Case Reviews carried out following the death of, or serious injury to, a child.

Proprietors and Head teachers should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

The principles set out below are intended to help practitioners working with children, young people, parents and carers share information between organisations. Practitioners should use their judgement when making decisions on what information to share and when and should follow organisation procedures or consult with their manager if in doubt. The most important consideration is whether sharing information is likely to safeguard and protect a child.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.' 'This includes allowing practitioners to share information without consent.' (Keeping Children Safe in Education (2020) paragraph 84).

Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

THE SEVEN GOLDEN RULES TO SHARING INFORMATION

1. Remember that the GDPR Data Protection Act 2018 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.

7. Keep a record of your decision and the reasons for it –whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

15. RECORD KEEPING

When a child has made a disclosure, the member of staff/volunteer should:

- Put these concerns in writing.
- Make brief notes as soon as possible after the conversation. Use the School record of concern sheet wherever possible. (pro-forma available in the School office(s).
- In making notes, make sure that full names and roles are clear. Do not use initials.
- 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 injuries. Photographs of injuries must not be taken.
- Record statements and observations rather than interpretations or assumptions.
- All concerns must be signed with both the printed name of the writer and their signature. The date and time of completing the form should also be recorded.

All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.

The Designated Senior Person will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

16. PHYSICAL INTERVENTION

There may be times when adults, in the course of their School duties, have to intervene physically in order to restrain children and prevent them or others from coming to harm. Such intervention will always be the minimum necessary to resolve the situation. We follow the guidance given in '*The Use of Reasonable Force – Guidance*' (DfE 2013). The Head teacher will require the adult(s) involved in any such incident to report the matter to him or her immediately, and to record it on Behaviour Watch.

The incident should be recorded and the pupil should be given an opportunity for their views to be added to the incident record.

17. ONLINE SAFETY (see also our Safe Use of the Internet Policy)

We regularly use the internet in School, because it has many educational benefits and supports pupils' learning. In order to minimise the risk of children coming across unsuitable material, we provide constant supervision, and we use only a filtered service, selected links, and child-friendly search engines. We also seek parental permission before using photographs of children or their work on the School's website, or in newsletters and other publications.

Pupils at St. John's use the school computers and are not generally allowed to use their own devices in school. Special permission from the Head can be given in an emergency e.g. pupil with a broken arm or really poor handwriting. If pupils are found with their computers and do not have permission from the Head, they will be removed and handed to parents at the end of the day. However, some GCSE students and A level students are able to bring their own laptop to use for research during their non-contact time at school.

All staff will receive training in the safe use of the internet. Appropriate training is offered to parents bi-annually. All pupils will be given age-appropriate and relevant e-safety education through the curriculum, ICT and visiting speakers specialising in Internet safety as part of their provision of a broad and balanced curriculum. This may include covering relevant issues for schools through Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils) which will be compulsory from September 2020.

18. STAFF RECRUITMENT

St. John's Prep. & Senior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will do all we can to ensure that all those working with children in our School are suitable people. This involves scrutinizing applicants, verifying their identity and qualifications, and obtaining references, as well as the mandatory checks of identity, Prohibition from Teaching, the Barred List and Disclosure and Barring Service (DBS) checks. We also carry out s128 checks on our Head Teachers, members of our SLT and Heads of Department. We follow the government guidance set out in 'Keeping Children Safe in Education (2020)', part 3.

Recruitment Procedures:

1. All applicants are made aware of the above policy statement in our adverts, on our website, in our job descriptions and in our candidate information packs.
2. Applicants will be sent an Information Pack which will include the following:
 - The application form;
 - The job description and person specification;
 - A School prospectus;
3. Applicants are asked to submit an application form when applying for positions within the School. The form asks for the following information:

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- Full identifying details of the applicant including current and former names, current address, and teacher's reference number (where appropriate);
 - a statement of any academic and/or vocational qualifications the applicant has obtained that are relevant to the position for which s/he is applying with details of the awarding body and date of award;
 - a full history in chronological order since leaving secondary education, including periods of any post-secondary education or training, and part-time and voluntary work as well as full-time employment, with start and end dates, explanations of periods not in employment, education or training, and reasons for leaving employment;
 - a declaration of any family or close relationship to existing employees or employers;
 - details of referees. One referee should be the applicant's current or most recent employer, and normally two referees should be sufficient. References will not be accepted from relatives or from people writing solely in the capacity of friends; and
 - a statement of the personal qualities and experience that the applicant believes are relevant to his or her suitability for the post advertised and how s/he meets the person specification.
4. The application form will also contain the following statement:
- 5.

Rehabilitation of Offenders Act 1974

All posts involving direct contact with vulnerable children are exempt from the Rehabilitation of Offenders Act 1974.

The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website.

Have you ever been convicted of a criminal offence which is not 'protected' **YES/NO**

If you have answered yes, supply details of all convictions in a sealed envelope marked "confidential" and attach to this form. If your application is successful, this information will be checked against information from the Disclosure & Barring Service before your appointment is confirmed see Appendix 1 – Declaration of Criminal Records.

6. The application form will also record that:
- The successful applicant will be required to provide an Enhanced disclosure from the DBS or evidence of being on the DBS Update Service;

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- A Prohibition from Teaching check will also be carried out with the Teaching Regulation Agency
 - A Barred List check for any staff in 'regulated activity'
 - For successful applicants who will be in a management position, we will undertake a section 128 check to ensure that the person is not prohibited from such a management position
 - We will seek references on suitable candidates, and will approach previous employers for information to verify particular experience or qualifications, once a job offer is made, but before any contract of employment is issued;
 - if the applicant is currently working with children, his or her employer will be asked about disciplinary offences relating to children, including any for which the penalty time is expired and whether the applicant has been the subject of any child protection concerns, and if so, the outcome of any enquiry or disciplinary procedure. If the applicant is not currently working with children, a previous employer will be asked about those issues;
 - providing false information is an offence and could result in the application being rejected, or summary dismissal if the applicant has been selected, and possible referral to the police.
7. The Job Description will state;
- the main duties and responsibilities of the post; and
 - the individual's responsibility for promoting and safeguarding the welfare of pupils s/he is responsible for, or comes into contact with.
8. The Person Specification will:
- include the qualifications and experience, and any other requirements needed to perform the role in relation to working with children and young people.
 - describe the competences and qualities that the successful candidate should be able to demonstrate;
 - explain how these requirements will be tested and assessed during the selection process. For example: The candidate will be required to be observed whilst teaching a lesson. At the Prep School the candidate will also be required to sit a spelling test.
9. All applications will be scrutinised by a headteacher and one other to check for gaps and inconsistencies, along with evidence that has been provided in relation to the person specification. Finally, a short list of candidates will then be drawn up as well as a list of questions relating to the post applied for. Short listed candidates will be invited to come into School to teach a lesson, sit a spelling test (Prep School

only) and have an interview with the Head teacher and at least one other person. One person on each interview panel will have completed 'Safer Recruitment' training within the last five years. References will be sought before the interview takes place

10. The invitation will also stress that the identity of the successful candidate will need to be checked thoroughly and that, where a DBS disclosure is required, the successful candidate will be required to complete an application for an Enhanced DBS disclosure straight away.

Where an Enhanced Disclosure cannot be obtained before the applicant's start date, the successful applicant may start work without a DBS certificate, if it has been applied for, a clear Barred List check has been received, a risk assessment undertaken and the person is suitably supervised. Using Teacher Services, the School will check that the applicant is not subject to a prohibition order issued by the Secretary of State (teachers only) or a s128 direction (including not only Head teachers, but also SLT and Department Heads) prohibiting the person from being in a management position.

All candidates will be asked to bring with them to the interview documentary evidence of their home address and identity, for example, utility bills, a current driving licence or passport including a photograph and where appropriate, change of name documentation. Candidates will also be asked to bring along original documents confirming any educational and professional qualifications.

Overseas Teachers will also need to provide documentary evidence of their right to work in the United Kingdom. For all applicants who have lived outside of the U.K. for more than three months in the last five years, we will carry out overseas police and/or other relevant vetting checks. We currently hold a Grade A following a Border Agency Audit on the 17th May, 2012.

A copy of the documents used to verify the successful candidate's identity and qualifications will be kept in the personnel file. The vetting checks will be recorded on the School's Single Central Record.

11. Once an offer of employment is made, applicants will be asked to complete a Medical Questionnaire, which includes questions about whether their health will affect the pupils in any way.
12. The above procedures are operated together with our Safeguarding & Child Protection Policy, which can be found within our Safeguarding Policies Folder

Selection Procedures

1. It is the School's policy to recruit the most suitable person for each vacancy, regardless of gender, race, religion/belief, age, sexual orientation, disability or any other protected characteristic. Staff involved in the recruitment process must ensure that they comply fully with our equality policy.

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2. In accordance with the Disability Discrimination Act, all reasonable attempts will be made to accommodate the particular needs of any person suffering from a disability at all stages of the recruitment process.
3. Vacancies will be advertised on the TES website, in the national newspapers and in other suitable media.
4. All advertisements and information packs will make it clear that the Schools takes safeguarding seriously and successful applicants will be subject to an Enhanced Disclosure.
5. All job applications will be acknowledged within 10 days of receipt.
6. All applicants for the same post will be assessed fairly and equally.
7. All interview candidates will be interviewed by at least two people; at least one of whom will have completed Safer Recruitment training.
8. All interview candidates will be asked the same questions and their answers will be recorded.
9. Applicants who are unsuccessful will be informed of this fact as soon as possible.
10. Job offers will only be confirmed on receipt of satisfactory references and all relevant vetting checks.

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. St. John's Prep and Senior School makes use of the Update Service from the DBS. This enables the School to quickly check the status of staff coming to work at the School (where the person is registered for the service and gives permission for it to be checked). Alternatively, we update Enhanced DBS checks on all staff every three years.

A Risk Assessment for Volunteers in our school is also completed to decide whether an enhanced DBS check is required.

19. ALLEGATIONS INVOLVING TEACHERS, OTHER STAFF, VOLUNTEERS AND CONTRACTORS

Introduction

St. John's Prep & Senior School is committed to providing the highest level of care for both its pupils and its staff. It is extremely important that any allegations of abuse against a teacher, any other member of staff, or volunteer in our School is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person, who is the subject of the allegation.

Our policy is in line with statutory guidance from the Department of Education set out in the following documents:

- *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2019)*
- *Keeping Children Safe in Education (Department of Education 2020)*

This policy is designed to ensure that all staff, students and parents or carers are aware of the procedure for the investigation of allegations of abuse in order that all complaints are dealt with consistently, and as efficiently as possible.

We hope that having a clear policy outlined will help students to feel comfortable that they can voice concerns about any member of staff. Allegations must be reported only to the Head teacher immediately. All allegations will be taken seriously and investigated immediately.

This policy only applies to adults currently working at St John's. Allegations concerning someone who is no longer at the School will be reported directly to the police.

Supply or Agency Staff

St. John's does not generally use Supply or Agency Teachers. However, if needed, the agency concerned will be informed of our process for managing allegations against their teacher. In the unlikely event that we do have to consider an allegation against a supply or agency teacher provided by an employment agency, where our disciplinary procedures do not fully apply, we will ensure that allegations are dealt with properly by ascertaining the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome and whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst the local authority carries out their investigation. We will expect the agency to be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services, although we will usually take the lead as agencies do not have direct access to our children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply/agency teachers, whilst not employed by the school or college, are under the supervision, direction and control of the proprietor when working in the school. They will be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting, which will be arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

Purpose

The procedure for dealing with allegations against school staff depends on the situation and circumstances surrounding the allegation. This policy aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers for false or unfounded allegations. It must be followed when dealing with allegations, but may be adapted to each case. This policy will be used alongside the School's **Complaints policy** and **Safeguarding policies**.

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This policy will be used in any case where it is suspected or alleged that a member of staff, a teacher or a volunteer at the School 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 would pose a risk of harm if they work regularly or closely with children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Our **child protection policy** outlines what it means to harm a child.

Cases which are not covered by above will be dealt with under the staff disciplinary arrangements.

Timescale

It is imperative that allegations against staff are dealt with as efficiently as possible to:

- minimise the risk to the child.
- minimise the impact on the child's academic progress.
- ensure a fair and thorough investigation for all parties.
-

Procedure

The procedure for managing allegations of abuse against teachers and other staff follows statutory guidance set out in 'Keeping Children Safe in Education (2020)'.

Reporting an allegation

All concerns of poor practice or possible child abuse by staff should be reported **immediately** to either of the Head teachers.

NB: The acronym "LADO" was removed from KCSIE and Working Together (WT) from April 2015 in favour of "designated officer, or team of officers", to indicate that LAs now have some discretion over their approach. Enfield Local Authority and therefore St. John's Prep. & Senior School, however, continue to use the acronym "LADO" for brevity.

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount and must report their concerns immediately.

The Local Authority Designated Officer (LADO) should be immediately informed of all allegations that come to the School's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

The LADO and the Head teacher will discuss the nature, content and context of the allegation and agree a course of action to decide whether:

- no further actions are needed.
- a strategy discussion should take place.
- there should be immediate involvement of the police or social care.

The School will share available information with the LADO about the allegation, the child, and the person against whom the allegation has been made; the LADO will consider whether a police investigation or a strategy discussion is needed. Other agencies may be invited into the discussion and could include representatives from Health, Social Care or Police.

Investigation

An investigation into the allegations is normally carried out by Children's Social Services or by the School. This will be agreed at the initial evaluation stage. Where the School is not conducting the investigation it will cooperate with investigative agencies. Internal investigations must be second to any safeguarding investigation and may need to be delayed until the external investigation is complete.

Supporting those involved

The person(s) who makes the allegation and their parents/carers:

Parents and carers will be notified by the Head teacher if their child makes or is involved in an allegation against staff if they do not already know. However, if the Police or Social Services are to be involved, they will be contacted first and will advise as to what information may or may not be disclosed to the parents. Parents and carers will be made aware of any progress in the investigation, and where there is no criminal prosecution, the outcome will be explained to them. This may be a disciplinary outcome. During a disciplinary hearing the deliberations and information used for making a decision are usually confidential, but parents will be told the outcome.

Parents and carers should also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002.

Social Services and the Police may be involved, depending on the severity of the case, and will provide the School with advice on what type of additional support the child may need.

The School's Whistleblowing Policy enables staff to raise concerns or allegations against their colleagues in confidence and for a sensitive enquiry to take place.

The employee:

St. John's Prep & Senior School has a duty of care to its employees and will do everything to minimise the stress of any allegations and the disciplinary process.

The School will provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a School or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

The person who is the subject of the investigation will be informed by the Head teacher as soon as the allegation has been made. The employee will then be advised on what the next course of action will be. However, if the Police or Social Services are to be involved, they will be contacted before the employee and will advise as to what information may be disclosed to the person under investigation.

The Head teacher will keep the subject of the allegation informed of the progress of the case and any other work-related issues. If that person has been suspended, they will keep them informed of any developments from School. If the employee is a member of a union or any other professional association, they should be advised to contact that body at the outset of the investigation.

The employee may need additional support and the School should consider what might be appropriate to best accommodate this. If it is a criminal investigation and the police are involved, they may provide this additional support.

Confidentiality

The School will make every effort to guard the privacy of all parties during and after an investigation into an allegation. It is in everyone's best interest to maintain this confidentiality to ensure a fair investigation with minimum impact for all parties.

A breach of confidentiality will be taken seriously and may warrant its own investigation. It is a criminal offence to publish information that could lead to the identification of someone, who is the subject of an allegation before they are charged.

The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same School or college (where that identification would identify the teacher as the subject of the allegation).

The legislation imposing restrictions makes clear that "publication" of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public". This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

No information will be given to the media.

Suspensions

The School will not suspend a member of staff without serious consideration. The School will not suspend a member of staff automatically when allegation has been made. Typically, suspension will only be considered in cases where there is cause to suspect a child or other children at the School are at risk of harm or the case is so serious that it might be grounds for dismissal.

Depending on the nature of the case, it may be possible that alternative arrangements are made so that the individual can continue working, but is removed from the pupil making the allegation. This may take the following forms:

- 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 come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted;

A suspension may be decided upon if it is deemed that the child or other children may be at significant risk of harm, or if the nature of the case warrants a criminal investigation, or where the concern is so serious that it would result in immediate dismissal. The Head teacher holds the power to suspend an employee but will be advised by the Police and or Social Care whether or not a suspension is necessary. 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.

The professional reputational damage that can arise from suspension where an allegation is later found to be unsubstantiated, unfounded or malicious must be considered. It may be that the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment. Where it is deemed that a suspension is appropriate, the employee will receive written confirmation within one working day and will be informed of the reason for the suspension. The person should be informed at the point of their suspension who their named contact is within the organisation and be provided with their contact details.

Resignations

If an employee hands in their resignation when the allegation is made against them or during an investigation, the investigation will still continue until an outcome has been reached, with or without the person's cooperation. They will be given full opportunity to answer the allegation.

It is not appropriate to use compromise agreements in situations which are relevant to these procedures.

Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they

not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual.

Record keeping

Except in those cases which have been found to be malicious, detailed records of all allegations made, investigations and outcomes should be kept in the personal file of the person who has been under investigation. This person should be given a copy of the same information. This will enable the School to:

- provide all the necessary information for future Schools if they require a reference. Where DBS checks highlight incidents of allegations that did not result in any criminal charges, records will need to show exactly what happened, what points of action were taken during and after the investigation, and how the result of the investigation was reached
- prevent unnecessary re-investigation in the future if an allegation re-surfaces.

The record will be kept, including for people who leave the organisation, at least until the person reaches normal retirement age or for 10 years if that will be longer, from the date of the allegation.

Allegations that are proven to be false, unsubstantiated, malicious or unfounded will not be referred to in employee references.

Details of any allegation made by a pupil will be kept in the confidential section of their record.

Action on conclusion of the case

The following definitions are used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Unfounded;** no evidence to prove the allegation is found.

If the investigation results in the dismissal or resignation of a person, and that person has been charged with a criminal offence, a referral must be made immediately by the School to the Disclosure and Barring Service (DBS). The School will be advised on this by the Police and/or Social Services.

If it is decided that the employee may return to School (after a suspension) then provisions will be put in place by the School to ensure that the transition is as smooth as possible. This may involve a phased return for a trial period or the use of another member of staff as a support system in the short term. If the child who made the allegation is still at the School, the School will consider what needs to be done to manage the contact between employee and child.

In respect of malicious or unsubstantiated allegations

If an allegation is determined to be unsubstantiated or malicious, the LADO should refer the matter to the Children's Social Care Services to determine whether the child concerned is in need of services, or may have been abused by someone else.

Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

Where an allegation is proven to be false, the Head teacher may refer to Social Services to determine whether the child is in need of special care, or to help to understand if they are being abused elsewhere.

If an allegation is found to be intentionally factitious and malicious, the Head teacher will decide what the proper sanction will be for the pupil who made the false allegation.

The Head teacher has the power to suspend or expel pupils who make false claims, or refer the case to the police if the School thinks a criminal offence has been committed.

If the claim has been made by a person who is not a pupil, the School will hand the information over to the police who may take further action against that person.

After the case

No matter what the outcome is of an allegation of abuse against staff, the School will review the case to see if there are any improvements that can be made in its practice or policy that may help to prevent similar cases in the future.

The LADO's contact details in our borough (Enfield) are here: <https://new.enfield.gov.uk/enfieldscb/professionals-volunteers/allegations-against-adults-working-with-children-lado/>

20. ALLEGATIONS INVOLVING THE PROPRIETORS

Allegations involving the proprietors of the School should be taken directly to the Local Authority Designated Officer who will listen to the concern and agree the next steps.

The LADO can be contacted here:

<https://new.enfield.gov.uk/enfieldscb/professionals-volunteers/allegations-against-adults-working-with-children-lado/>.

21. REVIEW AND RATIFICATION OF THE POLICY

The Safeguarding and Child Protection Policy is reviewed annually. The policy will initially be reviewed by the Designated Safeguarding Lead and updated where

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relevant. The redrafted policy will then be presented to the Senior Leadership Team, the Head teacher and the Principal for review.

APPENDIX 1 - INDICATORS OF HARM

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.

Indicators in the child:

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can also be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at School and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

- Emotional/behavioural presentation
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from School
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

Indicators in the parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury

- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness.
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse.
- Parent/carer has convictions for violent crimes.

Indicators in the family/environment

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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, though it may occur alone.

Indicators in the child

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment

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- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-School children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Anxiety behaviours (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment — 'don't care' attitude
- Social isolation — does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

Indicators in the parent

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of abuse.
- Indicators of in the family/environment
- Lack of support from family or social network.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

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

Indicators in the child

Physical presentation

Failure to thrive or, in older children, short stature.

- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea
- Unmanaged / untreated health / medical conditions including poor dental health
- Frequent accidents or injuries
- General developmental delay, especially speech and language delay
- Inadequate social skills and poor socialization

Emotional/behavioural presentation

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at School
- Poor self esteem
- Destructive tendencies

- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour
- Indicators in the parent
- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators in the family/environment

- History of neglect in the family
- Family marginalised or isolated by the community
- Family has history of mental health, alcohol or drug misuse or domestic violence. History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

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 (including via the Internet).

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

It should be remembered that all pupils are at risk of sexual abuse by their use of the internet. Our approach to e-Safety helps pupils understand all internet risks.

Indicators in the child

- Physical presentation
- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional/behavioural presentation

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Sudden changes in School work habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

Indicators in the parents

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries

- Wider parenting difficulties or vulnerabilities, may (or may not) be associated with this form of abuse
- Grooming behaviour
- Parent is a sex offender
- Indicators in the family/environment
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender.

DOMESTIC ABUSE

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

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

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

APPENDIX 2 - CONTEXTUAL SAFEGUARDING

'Contextual safeguarding' is an approach to safeguarding that considers the wider environmental factors in a child's life that may threaten their safety and/or welfare.

Contextual Safeguarding seeks to understand child protection risks from beyond the family. This becomes of increasing importance for adolescents who naturally begin to spend more time out of their home and under the influence of their peers. Research shows us that teenagers are influenced more by their peers and wider relationships than their parents and the pervading attitudes and social norms of their social group may be positive or negative. A safe, supportive, and effective peer group will engender positive relationships, whilst negative experiences may lead to violent, coercive, and harmful behaviours. Our School Counsellor, Anita Lonsdale, discusses this with the senior children during her SMSC workshops,

When assessing pupils for referral, the DSL will need to consider whether wider environmental factors are present in a child's life, that are a threat to their safety, and/or welfare and provide as much information as possible as part of the referral process." Keeping Children Safe in Education (2020)

SO CALLED 'HONOUR-BASED' ABUSE

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM) is a collective term for a range of procedures which involve partial or total removal of the external female genitalia for non-medical reasons. Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM on herself. The Female Genital Mutilation Act 2003 tightened the law to criminalise FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:

- The right to anonymity for victims
- To offence of failing to protect a girl under 16 from the risk of FGM

- The provision of Female Genital Mutilation Protection Orders (FGMPO); and
- The duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.

NB for school staff, discovering FGM will generally occur from disclosure, under no circumstances should a member of school staff physically examine a girl.

At St John's School we will believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our School has no children from these backgrounds and consider girls in our School safe from FGM, we will continue to review our policy annually. If any teacher discovers through disclosure that FGM has been carried out on a girl under 18 in the school, they must personally report this directly to the police.

With this subject being quite sensitive it is essential that management makes practitioners aware of FGM during an induction and are given full information on what to look out for. It should, however, be expressed that practitioners are not experts in this field and they cannot confirm that the procedure has taken place on a child, practitioners' responsibility is to look out for warning signs and report their concerns.

Signs and Symptoms of Female Genital Mutilation

- Difficulty walking, sitting or standing
- Spending a longer period of time in the bathroom
- Displaying unusual behaviour after being off nursery
- Reluctant to being undressed after having a wet accident
- Long unexplained absences

However, the teacher should also inform the Designated Safeguarding Lead, unless they have a good reason not to do so.

CHILD CRIMINAL EXPLOITATION (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and

- children who regularly miss school or education or do not take part in education.

Both CCE and CSE Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as 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

CHILD SEXUAL EXPLOITATION (CSE)

Statutory definition of Child Sexual Exploitation (CSE)

“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.” (Child Sexual Exploitation, 2017)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provides: [Child sexual exploitation: guide for practitioners](#)

Where we are concerned that a pupil may be involved in sexual exploitation or at risk of being drawn into it, we will always make a referral to the relevant social services department or the police.

COUNTY LINES EXPLOITATION

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". County line enterprises almost always involve exploitation of vulnerable people: this could involve both children and adults and is always a safeguarding issue.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A young person's involvement in county lines activity often leaves signs. A young person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a young person's lifestyle should be discussed with them. Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and/or being found out-of- area when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered.;
- 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

If you have concerns about a child in your care, use your local safeguarding process, the first step of which is to share your concerns with your designated safeguarding lead.

LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group. If it becomes necessary at St. John's, the designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

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. Children 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. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

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).

MENTAL HEALTH

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. All staff should 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. Although only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key 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, immediate action should be taken, and they should speak to the DSL or a deputy.

PEER-ON-PEER ABUSE (INCLUDING SEXUAL HARASSMENT, SEXUAL VIOLENCE AND 'UPSKIRTING')

At St. John's Prep & Senior School, we believe that children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Staff should be aware occasionally allegations may be of a peer on peer abuse nature, which may include physical abuse (violence, particularly pre-planned, forcing other children to use drugs or alcohol), emotional abuse (blackmail or extortion, threats and intimidation), sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation - encouraging other children to engage in inappropriate sexual behaviour, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight, photographing or videoing other children performing indecent acts, - upskirting, which typically involves taking a picture under a person's clothing to take a voyeuristic photograph 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.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. Our Counsellor, Mrs. Anita Lonsdale, covers the subject of Relationships – including harassment, stalking, sexual exploitation, grooming and peer pressure to the relevant level during out SMSC lessons.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found:

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence

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- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Minimising the risk of safeguarding concerns towards pupils from other students: -

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do: -

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

After the case

No matter what the outcome is of an allegation of abuse against another pupil, the school will review the case to see if there are any improvements that can be made in its practice or policy that may help to prevent similar cases in the future.

CHILDREN MISSING EDUCATION

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and, in older children, may raise concerns about child sexual exploitation. Keeping Children Safe in Education (2019) states that schools should have:

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

St. John's Prep & Senior School monitors attendance carefully and will address poor or irregular attendance without delay (see Attendance Policy for further details). We will inform the local authority of any pupil who fails to attend school 'regularly' or does not attend school for 10 consecutive days without authorisation, or falls into the categories mentioned above. We ensure that we have at least two emergency contacts for each child on record and have a robust 'same-day calling' system for following-up unreported absence.

In following the guidance in Keeping Children Safe in Education (2019) we will ensure that pupils who are expected to attend the school, but fail to take up the place are referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

PRIVATE FOSTERING

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). There is a mandatory duty to inform the local authority if you become aware of a child in such arrangements. If not, they miss out on essential welfare checks for the children, plus other support services. Many of our Chinese Students are housed with host families and in all cases, enhanced DBS checks are carried out.

RADICALISATION, EXTREMISM AND THE PREVENT DUTY

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk forms part of our safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

As part of the Counter Terrorism and Security Act 2015 we, as a school, have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty', whereby all schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism".

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment.

When operating this policy St. John's Prep. and Senior School uses the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths

and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

As a School we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

There is no place for extremist views of any kind in our School, whether from internal sources — students, staff or governors, or external sources - School community, external agencies or individuals. Our students see our School as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this — we have a duty to ensure this happens.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for students and the Code of Conduct for staff.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

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- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others.

As part of wider safeguarding responsibilities School staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of School, such as in their homes or community groups, especially where students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Local authority services, police reports of issues affecting students in other Schools or settings;
- Students voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;
- Anti-western or Anti-British views.

Our School will closely follow any locally agreed procedure as set out by the [Enfield Safeguarding Children Partnership Arrangements](#) agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

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

Use of external agencies and speakers

At St. John's Prep. and Senior School we encourage the use of external agencies or speakers to enrich the experiences of our students.

Our School will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the School and do not marginalise any communities, groups or individuals;

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- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of students;
- Activities are carefully evaluated by Schools to ensure that they are effective.

We recognise, however, that the ethos of our School is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum and enrichment programme augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Safeguarding Concern Form

Please complete this form if you have any concerns about a pupil.

Pupil Name		Date of Birth	
Date and time of recording concern		Class	
Member(s) of staff noting concern	Print Name		
	Signature		

Concern (Please describe as fully as possible)

/continue on a new form ensuring they are numbered and stapled together

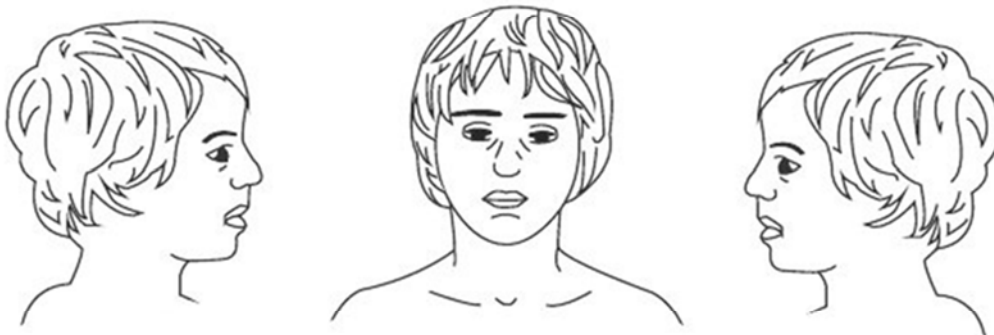
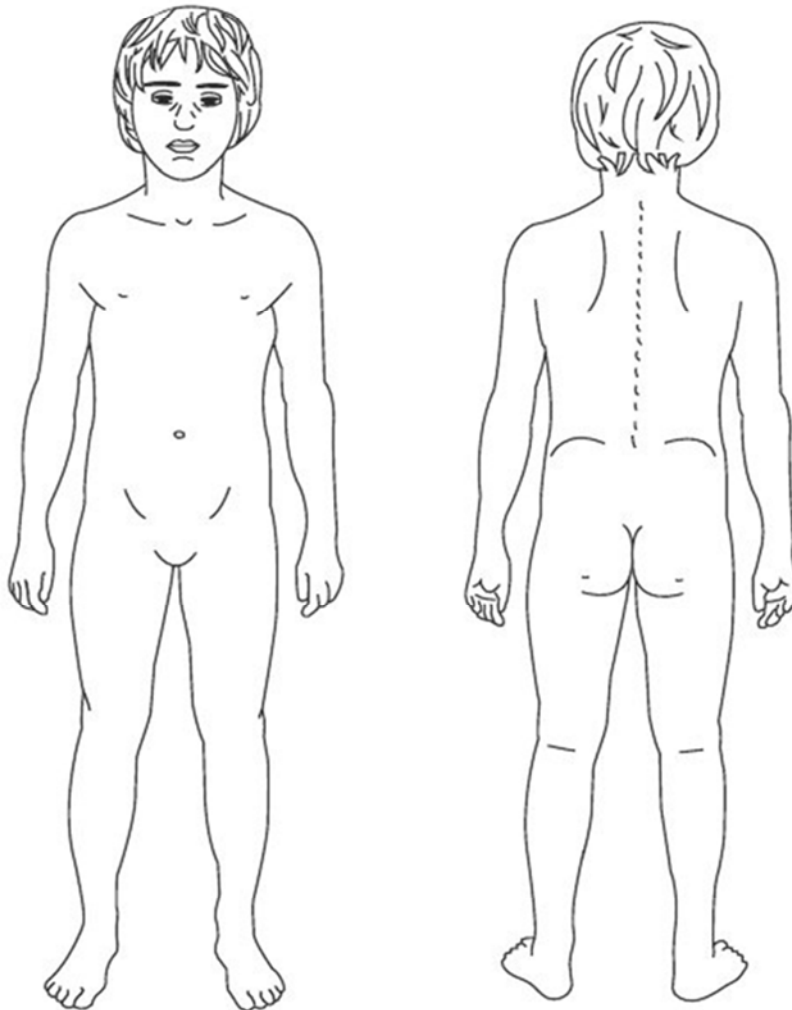
Please pass this form to the appropriate Designated Safeguarding Officer when completed

Actions Taken		
Date	Person taking action	Action

Body Chart

This chart must be used together with the Concern Form
Show clearly the location of your concern and label with a number and a brief description, eg. '1. Burn about 4cm.' On the Concern Form refer to the injury using the same number and description.

Child's Name _____



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Observations made by _____ Signed _____ Date _____

Once completed attach this body chart to the Concern Form

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

