



***St. Francis' College
Child Protection - Safeguarding Policy & Procedures
Including EYFS***

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This policy is available to parents on request from the office or a copy is downloadable from the College website.

Introduction

At St. Francis' College ("the College"), we are committed to safeguarding and promoting the physical, emotional and moral safety and welfare of each child in our care and we expect all staff and volunteers to share this commitment. We recognise our duty as a safeguarding agency and seek to form positive working relationships with partner agencies such as Police, social care, health services and Local Safeguarding Children Boards where our pupils live and to intervene at an early stage when concerns about a child are identified. This policy is aligned with policies and procedures set out by the Herts Safeguarding Children Board. The College recognises its duty to consider at all times the best interests of the children in our care and to take action to enable all children to have the best outcomes.

Scope of Policy

This policy is applicable to the whole College community, including the Headmistress, Governors, teaching staff (including peripatetic Music teachers and Sports coaches) non-teaching staff, volunteers, temporary non employed staff and contractors. This Safeguarding Policy is available to all parents and pupils, staff, temporary staff, volunteers and governors via the College website and printed copies are available upon request from the Reception. Safer recruitment procedures operate and at least the Headmistress, Deputy Head, Director of Studies, Head of Prep and Mr J Mitchell, Governor are trained in Safer Recruitment.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Staff are able to contribute to and shape safeguarding policy and procedures, through discussion and via the Pastoral Committee.

Aims of the Policy

The aims of this policy are to:

- Ensure that **all** staff know that Child protection and safeguarding is **everyone's** responsibility.
- Provide pupils, parents and staff with clear guidance concerning procedures when safeguarding concerns are raised and ensure they know to whom to speak to should a pupil disclose to them an allegation of abuse.
- Emphasise the importance of early help and intervention including inter-agency working in order to support children and families, making use of such procedures as the common assessment framework (CAF) and 'team around the child' (TAC) meetings.
- Ensure staff are aware that **any** member of staff may raise a concern
- Raise awareness that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in College – it could happen here.
- Raise awareness and provide guidance about different types of abuse.

- Ensure that there is a clearly understood procedure, following an allegation being made against the Headmistress or a member of staff.
- Foster an open environment in which all members of the community should feel free to raise concerns in good faith and be assured that such concerns will be responded to in an appropriate manner.
- Ensure that the curriculum includes activities and opportunities which equip our pupils with the skills they need to stay safe from abuse, including e-safety, and to know to whom to turn for help, if necessary.
- Support children who have been abused in line with their agreed Child Protection plan.

Legal Framework

This policy has regard to legislation and guidance *including*, but not exclusively:

- Keeping Children Safe in Education (September 2018) (KCSIE) *including Disqualification under the Childcare Act 2006 and revised guidance 2018*
- *Working Together to Safeguard (September 2018) and information sharing 2018*
- *Prevent Duty Guidance: for England and Wales (March 2015 including briefing notes June and July 2015)*
- *The PREVENT duty: departmental advice for schools and childcare providers (June 2015)*
- *The use of social media for online radicalisation (July 2015)*
- *Counter Terrorism and Security Act (CTSA) 2015.*
- *National Minimum Standards for all Boarding Schools*
- *Children Act 1989*
- *Statutory framework for Early Years Foundation Stage*
- *'What to do if you are worried a child is being abused' (March 2015).*
- *Teachers Standards 2012*
- *UN Conventions of the Rights of the Child Article 19*

This policy follows local and national guidance produced by the Herts Safeguarding Children Board (HSCB) September 2018, although it should be noted that many of our pupils live in areas outside Herts.

Local procedures can be obtained from HSCB:

<http://hertsscb.proceduresonline.com>

We aim to ensure that every child is safe, is healthy, has the opportunity to enjoy and achieve, makes a positive contribution and achieves economic well-being.

When one or more of the above outcomes for children are unmet, children may become vulnerable. We seek to promote these outcomes as an integral part of our responsibility to ensure the safeguarding and protection of all those entrusted to our care. Staff should be mindful of these outcomes and must be prepared to refer concerns. As the College offers residential accommodation staff should be particularly alert to children's safeguarding. All staff should also be alert to pupil relationships and the potential for peer abuse.

Elements of Safeguarding

There are three main elements to our safeguarding:

Prevention (e.g. positive College atmosphere, a College culture where staff refer any concern at an early stage, where safeguarding has a high priority, effective PSHE, E- safety and pastoral support available to pupils and effective safeguarding 'umbrella' policies). A place where children feel secure and are encouraged to raise concerns or worries either directly to staff or through the College Council or direct consultation. Children learn skills they need to recognise and stay safe from abuse through the curriculum. They are encouraged to develop self- esteem and self-confidence. Children know there are adults in the College whom they can approach if they are worried.

The College regularly informs its pupils about safeguarding, including online, through the curriculum and PSHE. Depending on the age group different areas are taught. Our aim is to help children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet.

Protection e.g. by following agreed procedures, ensuring staff are trained and supported appropriately and sensitively in safeguarding matters and ensuring the College has robust recruitment procedures.; operate appropriate health and Safety procedures; ensure College premises are as secure as circumstances allow; operate clear and supportive policies on drugs, alcohol and substance abuse.

Support (to pupils and staff, including those who are survivors of abuse) Pupils will be supported by the College in line with the child protection plan. The College will work alongside all support services and agencies involved in safeguarding children. Furthermore, the College will support children who are in need of early or additional help or support and will liaise with external agencies such as Child and Adolescent Mental Health Services (CAMHS) etc.

Policy Review and Monitoring

The Governing Body undertakes an annual review of the College's Safeguarding Policy and Procedures and of the efficiency with which the related duties have been discharged. The Nominated Governor with Responsibility reviews compliance with the safeguarding policy and the efficiency of implementation of the policy and may conduct inspections. The College will ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay once identified.

Recruitment and Selection

The College has a separate Safer Recruitment Policy. Disclosure and Barring Service (DBS) checks including a barred list check and NCTL checks are carried out in compliance with the Independent Schools Standards Regulations (ISSRs) (2017) and KCSIE (2018) as outlined in the College's Safer Recruitment Policy. Safeguarding induction is carried out for all new staff/volunteers and all staff are required to undergo Child Protection training which is updated regularly in line with HSCB requirements.

Further information is available within the College's Safer Recruitment Policy.

E-Safety

Most of our pupils will use mobile phones, tablets and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The College's e-safety policy explains how we try to keep pupils safe in College. Cyber-bullying by pupils, via texts and emails, is treated as seriously as any other type of bullying and is managed through our anti-bullying policy.

The College has filtering and monitoring systems in place.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in College. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and we provide regular guidance through IT lessons, PSHE lessons and assemblies. All e-safety incidents are logged and investigated.

Children includes everyone under the age of 18

Key Personnel

The Designated Safeguarding Leads

Key Personnel Name	Job Title	Area of College Contact details	
Mrs R Hayes	Designated Safeguarding Lead (DSL) Deputy Head	Whole College including EYFS	01462670511
Mrs C McDermott	Deputy Designated Safeguarding Lead Head of Drama	Whole College	01462670511
Mrs H Barsham (Mr C Mannall from Jan 2019)	Designated Person Head of Prep	Prep Department	01462670511
Mrs J Day	Designated Person (Head of EYFS and KS1)	Prep Department including EYFS	01462670511
Dr S Richardson	School Governor with Safeguarding oversight		01462670511
Mr A Goodwin	Chair of Governors		01462670511

Role of the Designated Safeguarding Lead (DSL) for Child Protection

The Designated Safeguarding Lead (DSL) is a member of SLT.

The Designated Safeguarding Lead and their deputies are responsible for the following duties:

Training

- To ensure that DSL and Deputy DSL's (DDSL) receive refresher training in Child Protection and inter agency working at two yearly intervals in line with KCSIE advice
- To ensure that as part of the induction process the Head, volunteers, including Governors and Governors with Safeguarding oversight, all staff and temporary staff who work with children are appropriately trained to equip them to carry out their responsibilities for safeguarding children effectively and this is kept up to date by refresher training at three yearly intervals in line with advice from the Herts Safeguarding Board. In addition, all staff members receive safeguarding and child protection updates through staff briefings and email with particular reference to KCSIE and Annex A.
- To ensure that all new staff as part of their induction receive safeguarding child protection training within 7 working days of starting their contract
- New staff at induction read and are given copies of the College safeguarding policy, KCSIE part one, Annex A, code of conduct, whistle blowing policy and use of acceptable IT if applicable.
- DSL should have undertaken PREVENT awareness training, all new staff at induction complete Prevent on-line training.
- The DSL will annually refresh their knowledge and skills or as required.
- Ensure at least one DDSL is trained to Level 3.

Working with Others

- To ensure the College operates within the legislative framework and recommended guidance
- To ensure all staff, temporary staff and volunteers are aware of the HSCB inter agency Child Protection and Safeguarding procedures.
- To ensure the Headmistress is fully informed of concerns
- To ensure that any reporting to HSCB is carried out within 24 hours
- To ensure that the College supports and fully co-operates with other agencies and services as required
- As required liaise with designated officers and 'case managers' at the local authority
- Act as a source of expertise, advice and support for staff and liaise with staff on matters of safety and Safeguarding and the PREVENT Duty.
- Ensure that the College pays due regard to online safety.
- To ensure a pupil's record is transferred to a new school securely and promptly.

Manage Referrals

- Decide upon the appropriate level of response to a concern, e.g. discuss with parents, assessment under the Family First Early Help Module (EHM), or referral and pay due regard to contextual safeguarding

- Ensure that accurate records are kept in a separate file in a secure place marked 'Strictly Confidential' and passed securely should a child transfer to new provision (access to these records are restricted to the DSL and the Headmistress)
- Submit anonymised reports to the Governor in charge of Child Protection.
- Provide guidance to parents, children and staff about obtaining suitable support
- Ensure the College monitors effectively children about whom there are concerns and where there is an unexplained absence of more than 2 days' report this to Social Care for a child who is the subject of a child protection plan
- Support staff who make referrals to social care and Channel
- Refer cases to the Channel programme as appropriate
- Refer cases where person is dismissed/leaves due to risk/harm to a child to DBS Services as required
- Refer cases where a crime may have been committed to the Police.

Raise Awareness

- Encourage a culture of listening to children and taking account of their wishes.
- Review Child Protection policy annually
- Ensure Child Protection policy is published on website.

Child Protection Records

Designated Persons will keep accurate and up to date records of child protection concerns and ensure the security of information. The Designated Persons will hold in the safeguarding file, notes on all incidents relating to child protection cases for children at the College. Electronic versions of the Referral forms can be found on the staff shared area. The child protection files are confidential and are not accessible by pupils, parents or staff. The DSL, Designated Persons or the Headmistress are the only staff who have access to the locked filing cabinet in which safeguarding records are kept. When accessing these records, the chronology at the front of each record must be completed. Concerns, discussions, decisions and reasons for these decisions are logged and monitored for concerning patterns of behaviour.

These records may be made available to the safeguarding Governor to enable her to carry out her annual review. In addition, such records are also made available to the Independent Schools Inspectorate when inspecting the College for regulatory compliance.

Welfare Concerns

Welfare concerns are raised by any staff and are an essential part of the early identification of safeguarding concerns and unmet needs.

Early Help

Effective early help is essential in promoting the welfare of our pupils. Staff are encouraged to raise concerns promptly, so that support can be provided. Early help can prevent further problems arising. Effective early help relies on local agencies working together to identify, assess and provide targeted support. This might take the form of health, housing, CAMHS etc. College staff have a key role in identifying emerging problems and potential unmet needs.

An early help assessment will be undertaken by a lead professional, who could be a teacher, to provide support to the family, act as an advocate for the child and co-ordinate delivery for support. Decisions about who the lead professional will be, are taken on a case by case basis and would be informed by the child and their family.

So that an early help assessment is effective, the College will work with the agreement of the child and their parents/carers. Concerns about the child and family will be discussed with social services. If the parent and child do not consent, then the DSL will make a judgement as to whether a referral is made.

Any child may benefit from early help but particular attention should be made to a child who:

- Has specific additional needs and is disabled
- Has special educational needs (whether statutory education, health and care plan)
- Is a young carer
- Is frequently missing/goes missing from home or care
- Is misusing drugs or alcohol
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and /or
- Has returned home to their family from care.
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Is at risk of modern slavery, trafficking or exploitation.
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child

All staff should be prepared to identify children who may benefit from early help.

Pupil Transfer Records

The Headmistress writes to the Head Teacher of any school from where a pupil transfers, to specifically request that the College is alerted to any child protection issues relating to a pupil. This is to ensure that records are not lost and concerns are passed on upon transfer between schools. The Admissions Department will alert the DSL to concerns and where no reply has been received from a feeder school, arrangements will be made to confirm if such a file about a child exists.

In cases where a child, for whom we hold a child protection file, transfers to a different school, the child protection file will only be forwarded to the Pupil's new school within 5 working days once confirmation has been received that the Pupil has started at the school. In such cases the file will be forwarded by recorded delivery and separate to any other forwarded records.

In all cases where records are transferred a receipt of records will be issued when records are received or will be requested when records are transferred.

Attendance and College Roll

Form Tutors and Heads of Year are required to monitor attendance closely and contact parents where attendance is a cause for concern. Such cases would normally be raised with the Head of Year at the weekly pastoral meetings with the Assistant Head (Pastoral Care). Cases of truanting must always be taken seriously in recognition that children become vulnerable when they are not in College and such cases must always be referred to the DSL and Head of Year.

Any pupil whose attendance falls below 90% during the course of a full College term may be referred to the Education Welfare Unit of the Local Authority in which the pupil resides. Such action will be taken by the DSL following consultation with the Headmistress. Clearly each case will be judged on individual circumstances as there may be a reasonable explanation for such absence. The admission register must contain:

- Full name;
- Sex;
- Name and address of parents
- Telephone number of parents, to include two emergency contact numbers;
- Date of birth;
- Date of admission and readmission, and
- Name of last school attended

The name of the pupil must be included in the register from the beginning of the first day of the pupil's attendance at College.

A pupil will be removed from the admission register if they fail to return from a leave of absence exceeding 10 days as long as the College and the Local Authority have failed to ascertain where the pupil is.

A pupil may be deleted from the admission register where they have been continually absent without authorisation for 20 school days as long as there are no grounds for such absence such as illness and the Local Authority will be informed.

Child Missing in Education

Any child going missing from education is a potential indicator of abuse

If a pupil is withdrawn from the College having not reached the normal date of transfer, due for example to a family relocation or any other reason, every effort will be made to identify the new address and the school to which they are being admitted if the parent/carer fails to provide this information, a referral will be made to the Local Authority in which the pupil was last known to reside within 10 working days.

In addition, the College will alert the Local Authority in the following cases:

- Where the child is removed from College to be home educated;
- Where the family has apparently moved away;
- When a child has been certified as medically unfit to attend;
- When the child is in custody for more than 4 months, or has been permanently excluded.
- Children who are regularly absent and/or have missed school for 10 or more days without permission.

The College checks its pupils twice daily for attendance via the College attendance register and Boarding House supervision policies (see Supervision of Pupils policy)

The College will utilise the school2school website to transfer pupil information to another school. A Common Transfer File (CTF) will be completed. The College will also use the 'Lost Pupil Database' to upload Common Transfer Files when the destination school is not known or the child is moving abroad. If a child arrives at College and the previous school is unknown the Local Authority will be contacted for a search of this database

Visitors, Identity Checks and ID Badges

All visitors during the College day are required, on arrival, to sign in at the College Reception in the Senior School or the Prep department. Visitors will be issued with an appropriate visitor's badge which contains further instructions for the safety of the visitor. Visitors should remain under the supervision of a member of staff at all times and be escorted back to the College Reception where the badge must be returned. Any person who is visiting the school to work directly with young people on a 'one off' activity should have his/her identity checked or verified by the person hosting the event and may not be left unsupervised with children.

All staff on the College site wear ID badges. In the case of a forgotten badge, a temporary badge should be signed out from Reception.

Foreign Exchange Visits

When organising foreign exchange visits, the organiser must ensure that reasonable steps have been taken to safeguard pupils at the College and visiting pupils (including checking that we have no concerns about host families and requiring that foreign exchange schools give similar assurances).

Such steps should be made explicitly clear in the risk assessment and discussed with the DSL who must subsequently authorise the risk assessment.

Of particular importance here is that parents should feel that they have the right to object to their child staying with a particular host family if they so wish, i.e. a host family should not be forced upon a child. For further guidance please refer to the Singleton Report 2009 (paragraph 46-54).

Third party groups

The Safeguarding Policy will be brought to the attention of organisers of third party groups using the College facilities and applies to them. Voluntary sector groups that operate within the College, provide off-site services to our pupils, or use the College facilities, must adhere to this Safeguarding Policy or to operate a policy which is compliant with the requirements of the Herts Safeguarding Children Board.

PROCEDURES

When to refer

Recognising child abuse is not easy and it is not our responsibility to investigate whether or not a child has been abused, staff do, however, have a **legal and moral** responsibility to pass on any concerns they may have and if they are not happy with the action taken to raise such a concern with the DSL. If staff continue to remain dissatisfied, then they should raise the concern of serious harm with the Headmistress and press for reconsideration. If at any point there is a risk of immediate danger, or the risk of serious harm to a child, a referral should be made directly to children's social care and/or the police, without hesitation.

Particular attention should be paid to safeguarding of children with special educational needs or disabilities whose abuse and neglect might be harder to identify.

0300 123 4043 Hertfordshire Children's services (out of hours)
0345 045 5203 Cambridgeshire Children's services (out of hours)
0300 300 8304 Bedfordshire Children's services (out of hours)

Anyone can make a referral. Once a member of staff has made a referral, s/he should inform the DSL. Failure to act is not an option.

What is child abuse?

Neglect, physical, emotional or sexual abuse are the main types of abuse referred to by the term 'child abuse' – it's not always easy to know if someone is being abused. But the important thing to remember is that no-one has the right to hurt a young person or make them do anything wrong or against their will.

All lists of 'signs' or 'symptoms' of child abuse should be treated with caution. At times there will be straightforward explanations for injuries or behaviour. What is essential is that teachers and people who work with or have contact with children and young people share their concerns with the designated person and that these are discussed in the light of what is known about the young person's circumstances and with those professionals with the responsibility to investigate abuse. Abuse, neglect and safeguarding issues are rarely isolated events, which can be covered by one definition or label. Children may be abused in a family, an institution, or a community where individuals are known to them, or more rarely, by others (i.e. via the internet).

The main categories of abuse are as follows:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Child Sexual exploitation
- Child on child abuse.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

There is a growing recognition that children brought up in 'high criticism, low warmth' households are particularly vulnerable to abuse.

Types of Abuse

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development.

Emotional abuse occurs when a child's basic needs for love, security, praise and recognition are left unmet. It may convey to a child that they are worthless or unloved, inadequate or value only in so far as they meet the needs of the other person. It may result in a child becoming withdrawn, nervous, unhappy or lacking in confidence. Emotional abuse may happen when an adult constantly behaves in an uncaring and hostile way towards a child, perhaps through inconsistency, bullying, rejecting, frightening, criticising, racially abusing or scapegoating the child. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions beyond the child's developmental capacity as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may also involve seeing or hearing the maltreatment of another. It may involve the serious bullying (including cyber bullying) causing children frequently to feel afraid or in danger, or the exploitation or corruption of children.

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

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Physical Abuse

This is when someone physically hurts or harms a child. Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, squeezing, biting or twisting a child's arms or legs can cause injuries like bruises, grazes, cuts or broken bones. Physical harm can also be caused when a carer or parent fabricates the symptoms of, or deliberately induces, illness in a child.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - bruises or cuts;
 - burns or scalds; or
 - bite marks.

Some of these injuries can be explained as accidental however the following injuries may be considered as non-accidental unless adequate explanation is provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes without bruising to the forehead
- Repeated or multiple bruising

Female Genital Mutilation (FGM) is a collective term used for different degrees of mutilation of the female external genitals, which includes the partial or total removal of the external female genital organs or injury to the female genital organs for cultural or non-therapeutic reasons. As of October 2015, it is mandatory that a teacher must personally report to the police cases where they discover that an act of FGM has been carried out. Staff at St Francis' College should be alert to any girl who may be at risk of such abuse and refer any suspicions to the DSL. Likewise, if a member suspects FGM has occurred, s/he should refer to the DSL who will follow the College's formal safeguarding procedures. The DSL will always refer to Police and Social Care, cases where FGM is known to have happened or is suspected as may have happened.

Further advice can be obtained via fgmhelp@nspcc.org.uk

Neglect

Neglect can result when adults fail to meet the physical or emotional needs of the children they are responsible for. All children need food, clothing, warmth, love and attention in order to grow and develop properly. The persistent failure to meet a child's basic physical and/or psychological needs, is likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy such as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to, a child's basic emotional needs.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

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 abuser(s) may use different methods to persuade the child to co-operate and not to tell, like bribery, threats or physical force.

Sexual abuse can take many different forms from touching to intercourse and may also include involving children in looking at, or being forced to take part in, the production of pornographic material, watching sexual activities or encouraging children to behave in sexually inappropriate ways. 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 production of sexual images, watching sexual activities, encouraging children to behave sexually in 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. Sexual abuse happens to boys as well as girls, and often there will be no physical signs.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital

and anal areas, sexually transmitted infections or underage pregnancy.

Child Sexual Exploitation (CSE)

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection, food, drugs, alcohol, status, money or gifts to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops, see KCSIE, Annex A. . It is important to note that some young people who are being sexually exploited do not always exhibit signs and exploitation can occur via technology eg online.. CSE is a form of sexual abuse and consent cannot be given.

CSE:

- Can affect a child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to sex
- Can still be abuse even if the sexual activity appears consensual
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- Can take place in person or via technology, or a combination of both
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threat of violence;
- 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);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. This may be due to factors such as: age, gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant; inappropriate sexualised behaviour
- Children who suffer from changes in emotional well-being/self-harm
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or don't take part in education.
- Children with multiple callers (unknown adults or peers) or excessive receipt of texts/phone calls.
- Increased secretiveness around behaviours.

It is important to remember that these warning signs do not always mean that a child is being abused – there may be other explanations such as the illness of a parent, a birth or death in the family, etc. – but if staff are concerned it is important that they discuss those concerns

with the relevant designated person.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of 'county boundaries' criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs or money from urban to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county boundaries are missing episodes when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Domestic Abuse

Domestic 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
- Emotional

Exposure to Domestic abuse and/or violence can have 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. Domestic abuse affecting young people can also occur within their personal relationships as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC – Domestic-abuse signs symptoms and effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safe young lives: young people and domestic abuse.](#)

[For concerns about homelessness, see advice in KCSIE Annex A](#)

Self-Generated Indecent Images (SGII) and Sexting (Youth produced sexual imagery)

Staff should be aware that incidents of SGIIs being sent or received are becoming increasingly common and that when a child send such images they may be breaking the law and leaving themselves vulnerable to exploitation by third parties. In addition, there is increasing evidence that such activity may result in depression, self-harm and in extreme cases suicide. Please see the College's policy on sexting and e-safety.

Such incidents will always be treated as a safeguarding concern.

Child on Child Abuse (Peer on Peer)

Abuse by one or more pupils against another pupil where there is reasonable cause to suspect a child is suffering or likely to suffer significant harm. The College will refer any such cases to HSCB and will assume that all the children involved are at risk whether they are a perpetrator(s) or victim(s). Please refer to the College's anti bullying policy.

Examples are most likely to include but may not be limited to:

- Bullying (including cyber bullying)
- Physical abuse eg hitting, kicking etc
- Sexual violence and harassment
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals.

If a pupil accuses another pupil, or group of pupils of abuse – physical, emotional, cyber or sexual, the matter must be referred to the Designated Safeguarding Lead, who will investigate and if necessary, refer to the local children’s services for advice and guidance.

Peer on peer abuse can take many forms. This can include (but is not limited to) bullying (including cyberbullying; sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

The pupil(s) against whom an allegation of abuse has been made, may be suspended from the College during the investigation and the College’s policies on behaviour, discipline and sanctions, including the Anti-Bullying Policy will apply. The College will take advice from children’s services on the arrangements for investigation of such allegations and will take all appropriate steps to ensure the safety and welfare of all pupils involved, including the pupil of pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the College will ensure that, subject to the advice provided by the relevant agencies, parents are informed as soon as possible and that the pupil is given suitable help and support.

If it emerges that a child is being bullied by a sibling, who may not be a pupil, then the College will inform the child’s parents of its concerns, unless there is potential that this might compromise the child’s safety. In these circumstances, further professional guidance will be sought. If the problem persists and the pupil continues to be the victim of abuse, the College will refer its concerns to children’s services. In the EYFS, Ofsted may also be contact if there is a persistent and significant issue.

More information is available in the supporting College policies:

- Anti-Bullying Amongst Pupils Policy
- Sexting Policy

Sexual Violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence includes: rape, assault by penetration and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline. It is likely to violate a child’s dignity, and/or makes them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment. Some examples, but not an exhaustive list include: sexual comments eg. telling sexual stories, “jokes”, making lewd comments, sexual remarks re clothes, appearance or calling someone by sexualised names; it can occur online and can be

physical eg interfering with clothes, deliberately brushing up against someone.

It is important that all victims are taken seriously and offered appropriate support. The College through the PSHE curriculum and Form times, Head of Year assemblies will educate pupils that sexual violence and sexual harassment is:

- not acceptable, will never be tolerated and is not an inevitable part of growing up
- will not be dismissed as 'banter', 'part of growing up', or 'just having a laugh' or 'boys being boys'; and

Challenging behaviours (which are potentially criminal in nature), will not be tolerated or dismissed for risk of normalising them. Children with SEND can be extremely vulnerable and staff are made aware of this.

In the event of a disclosure it is essential that victims are reassured that they are taken seriously and that they are supported and kept safe. The DSL (or deputy) will respond taking in to consideration:

The wishes of the victim in terms of how they wish to proceed, they should be given as much control as is reasonably possible over decisions regarding how an investigation will be progressed and any support offered.

- The nature of the alleged incident (s), including: might a crime have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved; any power imbalance between the children
- Is the alleged incident a one off or a sustained pattern of abuse
- Are their ongoing risks; and
- The wider context

Consideration should be made regarding both the victim and perpetrator sharing classrooms and travel arrangements. The Colleges Behaviour policy will be followed regarding sanctions and may result in exclusion if a criminal investigation leads to conviction or caution. Records should be made and all decisions justified.

The College is aware of the need for anonymity, witness support and the criminal process so they can offer support and act appropriately. Further information is available from CPS: children as victims and witnesses.

Both the needs of the victim and perpetrator should be supported and considered on a case-by case basis. Advice will be taken, as appropriate, from children's social care, specialist services and the police.

Honour Based Violence (HBV)

Honour Based Violence includes crimes such as FGM (see page 14 of this policy), forced marriage, breast ironing and acts deemed in defence of a family's or community's honour. All forms of HBV are abuse and staff who are concerned should refer to the DSL. Cases of FGM should be reported directly, see page 11. Staff should be aware that some of our pupils may come from communities who practice FGM e.g. Nigeria.

Note: Abuse in the context of HBV often involves a wider network of family or community pressure and can include multiple perpetrators.

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full consent of one of both parties and where threats, violence or coercion of any kind is used to cause a person to enter into the marriage.

The Forced Marriage Unit has published multi-agency guidelines: Multi-agency practice guidelines: Handling Cases of Forced Marriage –

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MU_LTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

College staff can contact the Forced Marriage Unit if they need advice or information

Telephone – 020 7008 0151

E-mail – fmufco.gov.uk

Cyber-Bullying

Cyber-bullying is any form of bullying that takes place online, through computer or other electronic device. www.cyberbullying.org/

Cyber-bullying involves social media sites, such as Facebook, Snapchat, Ask.fm and Instagram, e-mails, mobile phones and hand-held digital devices, used for SMS photo messages and instant messaging. There is a growing concern about children accessing 'gaming' sites and VoIP (Voice over Internet Protocol) software, where they may form inappropriate links to other people, including children and adults.

College eSafety

The College 'eSafety - Acceptable Use Policy for Staff' and the 'Pupil Use of Mobile Technology Policy' include instructions regarding safe use of the Internet. Certain websites are blocked by the College's filtering system and the College reserves the right to monitor pupils' use of electronic media, when in the College.

The College may impose sanctions for the misuse, or attempted misuse, of the Internet. Guidance on the safe use of social media sites and cyber-bullying is given in ICT and PSHE lessons. This includes guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.

Pupils may not use their mobile phones during the school day, except where their use has been specifically sanctioned by staff for educational purposes during lesson time. They are to be switched off and put away in lockers. Year 11 students may use their phones in Form rooms at lunchtime. Sixth Form may use their phones in the Common Room only.

Radicalisation and Extremism

Radicalisation is defined in the PREVENT Strategy as *'the process by which a person comes to support terrorism and forms of extremism leading to terrorism'*. Extremism is defined in the PREVENT Strategy as *'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'*.

Staff should be alert for changes in a child's behaviour which indicate that they may need help and protection, such as:

- Social isolation
- Peer pressure or influence via internet
- Being bullied
- Family tensions
- Victim of race/hate crime
- Lack of self-esteem
- Personal/political grievances
- Involvement in crime or anti-social behaviours or being victim of the same.

If you suspect a pupil may be vulnerable to radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on the College to have due regard to the need to prevent people from being drawn into terrorism (the PREVENT duty). Further information is available from the KCSIE 2016 document and in the Home Office document *'PREVENT duty guidance'*, available at:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Staff should be aware of national and local threats including International Terrorism, Northern Ireland-related terrorism and Extreme right-wing terrorism.

Currently, the most significant terrorist threat that we face in the UK comes from Al Qa'ida and the so called 'Islamic State' which has seen young people travel to war zones in areas such as Syria and Iraq. Such organisations and like-minded terrorist organisations are inspired by violent Islamism and make good use of social media to reach out to young people.

Much of the media which these organisations have posted on-line contain scenes of horrific brutality. Staff should be aware that children may have watched such postings and may be profoundly affected by the contents and must refer concerns in this respect.

Channel is a national Home Office Safeguarding project which aims to prevent children and adults from being drawn into violent radicalisation or becoming involved in terrorist related activity.

It uses a multi-agency approach with existing collaboration between local authorities, statutory partners, the police and the local community to:

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk
- Develop the most appropriate support plan for the individual concerned

Any behaviour or comments which may give cause for concern should be referred to the Designated Safeguarding Lead and the College PREVENT Policy must be followed.

An in-school assessment would normally then take place prior to deciding to refer to Channel although advice may be sought from Channel prior to deciding whether to make a referral. In any case the pupil would be monitored for an agreed period of time following the initial referral.

Channel will find any information useful which establishes:

- Engagement with a group, cause or ideology;
- Intent to cause harm; and
- Capability to cause harm.

DfE Helpline

If you are concerned about extremism in a school or organisation that works with children, or you think a child might be at risk of extremism, contact the DfE helpline.

Open Monday to Friday from 9am to 6pm (excluding Bank holidays).

Email: counterextremism@education.gsi.gov.uk

Telephone: 0207 340 7264 - for staff and Governors to access advice.

Police Anti Terrorism Hotline – 0800 789 321

Local Policy Force – telephone - 101

For further information, please see the College's PREVENT Policy

In all cases, if you have a concern about poor or unsafe practices or you feel that the safeguarding policies and procedures are not working then you must speak with the DSL or the Headmistress.

You should expect your concerns to be taken seriously.

If you continue to have a concern, then you should follow the College's Whistleblowing Policy.

Children with Special Educational Needs and Disabilities

Children with special education needs (SEN) and disabilities can face additional safeguarding challenges. Staff and volunteers should be aware that additional barriers can exist when recognising abuse and neglect in this group of children.

These barriers can include

- Assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's disability.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs, and,
- Communication barriers and difficulties in overcoming these barriers.

Practical Safeguarding Procedures for Staff

The following procedures must be followed in all cases: It is important to remember that:

- it is not a member of staff's responsibility to carry out any form of investigation.
- any person can make a referral to social services and this policy should not constrain a person from exercising such judgement. If a member of staff has made a referral directly, s/he should inform the DSL as soon as possible.

If you have a concern about a Pupil

- Such a concern must be reported to the Designated Safeguarding Lead at the College who will liaise with the DSL at HCSB.

If you have a general welfare concern about a pupil

A general welfare concern can be defined as being where a pupil is failing to achieve one or more of the outcomes for children as outlined by the ECM agenda and where child protection is unlikely to be an immediate issue. It includes where a child may be failing to achieve at school owing to an unmet learning need.

Staff must be prepared to report concerns no matter how small these concerns may appear because providing early help is more effective in promoting the welfare of children than reacting later. Concerns should be reported to Heads of Year and/or Assistant Head: Pastoral. Such a welfare concern may result in an early help assessment and staff should be aware that children may be at increased need of early help if they are a child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- has returned home to their family from care and/or
- is showing early signs of abuse and/or neglect.
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is at risk of modern slavery, trafficking or exploitation.
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child

Usually welfare issues are resolved quickly and sensitively through discussion with the pupil

and/or parent. Early intervention may involve accessing the support services, school counsellor, CAHMS and so on. It is important to be aware that children with SEN and disabilities can have their abuse over-looked because

- Indicators of abuse are ignored because assumptions are made that the indicators are related to the disability and/or SEN and not the abuse.
- Children with SEN and disabilities may not outwardly display any signs
- These children may have difficulty communicating their concerns.

Staff are advised in training against these assumptions and barriers.

Procedure

If you have a welfare concern about a pupil, no matter how small, you should report these concerns at the earliest opportunity to the DSL using 'My Concern' <https://www.myconcern.education/Account/Login?ReturnUrl=%2f>

The DSL will instruct the Head of Year/Prep Dept. to conduct a welfare search in the pupil's file. Additional details of concern should be outlined on the College Record of Concern Form (peach coloured stored in Staff room filing cabinet) if deemed necessary. If a previous concern exists, the new concern will be added to the file and a note made on iSAMS. Therefore, for each pupil whom a concern exists there will be only one place where the information is stored and this prevents welfare information being lost between years.

The DSL will review the concern and will grade it according to Herts Safeguarding Children Board guidelines:

Level 1 represents children with no identified additional needs. Their needs are met through universal services.

Level 2 represents children with additional needs that can be met by targeted support by a single agency or practitioner.

Level 3 represents children with additional needs that can be met by targeted support by a multi-agency support package (Team Around the Child, TAC).

Level 4 represents children with significant needs that persist and have not been met by targeted support (Child in Need, CIN).

Level 5 represents children with complex and enduring needs at the highest level of vulnerability that will be met by multi-agency support from specialist services led by Social Care.

Children may enter any level at any age or stage of development and may move between levels as their circumstances and needs change.

In most cases it is anticipated that following the assessment a single agency approach will be sufficient to resolve the concern and the College will normally aim to contact the parents/guardians at an early stage in an attempt to work together to address the concern.

Where a welfare issue remains unresolved or where it is clear that there are additional unmet needs or that a multiagency approach will be required, the College will consider gaining consent from the family and pupil to begin the use of the Family First **Early Help** Module (EHM). This may

result in a **Team Around the Child Meeting (TAC)** at a later stage involving professionals from additional agencies to ensure that all agencies are fully aware of the unmet needs, share appropriate information and decide upon how best to proceed. The use of a CAF will require consent and cooperation from parents and the pupil and a member of staff acting as the **lead professional**.

Where consent is not obtained to a EHM being carried out the College will continue to monitor and support the pupil and family.

Consent to share information with other professionals should be gained from a parent or a Gillick competent child unless:

- There is evidence that a child is suffering or likely to suffer significant harm.
- There is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.
- There is a need to share information to prevent significant harm from arising to a child.

Applying this to the threshold model above means that consent to share information and to undertake an assessment should be gained from a parent or a Gillick competent child when working at level 1–3. At level 4 it is important to assess carefully whether there is sufficient reason to share confidential information without consent and that the reason for doing so is fully documented. If at levels 1–3 a parent does not give consent this may, in itself and depending on circumstances, demonstrate that a referral to Children’s Social Care is required.

Where on balance, the assessment is that the situation is not improving despite the use of a EHM or other such early help assessments (failing TAC), then a referral to the Early Help panel may be deemed necessary which should be made through the Multi-agency Safeguarding Hub (MASH). Consent of the parents is required for referral to the Early Help. If consent is withheld, then the College will refer to MASH as a Child in Need with a view to a section 17 assessment being conducted by Social Care.

Where on balance, the assessment is that the concern no longer exists because steps have been taken to successfully address the concern, the case will be closed but all information shall remain in the child’s file.

If you notice physical injuries in areas associated with non-accidental injury (see Appendix 1), and these injuries were not sustained during College time/activities

Most injuries sustained by pupils will have a perfectly adequate explanation but they must be investigated.

Colleagues should be vigilant to any noticeable physical injuries which a pupil sustains and discretely question the child in order to discover their cause.

The injury should be referred using the welfare referral form unless it is absolutely clear that the cause of the injury is not suspicious. However, do not simply accept the child’s explanation but seek to verify her explanation (for example with the Nurse, Health Support Worker or in

the case of an injury sustained during sport, with the PE Teacher).

The welfare referral form should immediately be passed directly to the relevant Designated Person who will record the information and decide whether or not further action is required and, if so, what action to take.

This record will be stored in the Pupil's file unless the situation develops into a child protection issue in which case the information would be removed and placed in the separate Child Protection file for that child. A marker would be placed on the child's open record.

If referral is considered appropriate, the Headmistress will be informed and such referral will be made through the Multi-agency Safeguarding Hub (MASH) for where the child lives.

If referral is not considered appropriate, the Designated Person will monitor the situation and ensure that written records are made and retained (on the grounds that further concerns may be raised at a later date).

In cases which are not clear-cut the Designated Person will contact the Multi-agency Safeguarding Hub (MASH) for a consultation. This can be done without disclosing the identity of the child.

All records are strictly confidential and will only be disclosed to colleagues on a need to know basis (see the College's Confidentiality Policy).

If it comes to light that a child has been physically assaulted by a parent/guardian, even if there are no obvious or visible injuries, then this information must be passed directly to a relevant Designated Person which will be referred to the Multi-agency Safeguarding Hub (MASH).

If A Child Makes A Disclosure

If a pupil volunteers information to you about abuse, the most important aspect of your response is to be willing to listen to and to accept what the child is saying.

- Allow the child to talk freely.
- Do not promise confidentiality.
- Listen without displaying shock or disbelief.
- Reassure the child but do not make promises which it might not be possible to keep
- Reassure the child that what has happened is not her fault and it is the right thing to tell
- Listen only asking questions to clarify. Do not ask leading questions
- Do not criticise the alleged perpetrator
- Be aware the child may have been threatened or bribed not to tell
- Explain clearly what is to be done and who has to be told
- Never push for information
- Make a written record immediately*
- Pass the information to the Designated senior lead without delay
- Do not allow the child to be interviewed again.

Staff are advised that interviews with pupils should take place in rooms with visual access.

You may ask if the pupil wishes to have someone else present. If the child insists on speaking with you alone then let a colleague know that the interview is taking place.

* You should immediately make a written note of the discussion, using the actual words of the child where possible. These notes should record date, time and place and should be given to the Designated Person as soon as possible. Use the College Records of Concern (see Appendix 2) if at all possible (available in the staffroom). Do not destroy any original notes – they may be needed in a court case. Record date, time, place and any noticeable non-verbal behaviour and words used by the child. Draw a diagram if there is bruising or injuries to indicate their position on the body. Do not undertake a physical examination.

It is important that you do not ask questions which might convey to the pupil your own ideas about what might have happened (e.g. 'Did he/she do x to you?'). The only questions which you should ask are: 'What do you wish to say to me?' and 'Is there anything further you wish to say to me?' You can also say, I understand what you are saying, "thank you for telling me, this not your fault". Use the **TED** technique, i.e. 'Tell me', 'Explain' and 'Describe'.

Do not say:

- Why didn't you say something before?
- I can't believe it!
- Are you saying this is true?
- Why? How? When? Who? Where?
- Never say anything such as "I am shocked, don't tell anyone else"

It is also important that you explain with sensitivity that action may be required, that other adults (e.g. the Designated Person) will need to be informed and that you are not able to promise that your conversation with the pupil will be confidential to you and to them. If the child requests confidentiality, it is important that the child understands in a way that is appropriate to their developmental stage that the information needs to be passed on to other professionals to help keep the child safe or other children safe.

If referral is considered appropriate, the Headmistress will be informed and such referral will be made through the Multi-agency Safeguarding Hub (MASH) for where the child lives.

Before such a referral is made, the parents of the pupil would usually be informed; it must also be explained to them their consent for referral is **not** being sought. In the case of suspected sexual abuse, fabricated or induced illness, or when a child is believed to be in danger of significant harm the parents **must not be informed** that a referral is being made. In the case of serious harm, the police will be informed from the outset.

If an incident occurs outside of College hours, but while the pupil is in the care of the College (e.g. a College trip), then the Designated Safeguarding Lead should be contacted as soon as possible.

Dealing with a disclosure from a child and safeguarding issues can be stressful. The member of staff or volunteer should seek support for him or herself and discuss this with the Designated Safeguarding Lead.

Staff or volunteers who receive information about children and their families in the course of their work should share that information only in the appropriate professional context. The Headmistress, teacher or DSL will disclose any information about a pupil to other members of staff on a need to

know basis only.

Record only statements and observations not your interpretations or assumptions. All records are to be handed to the DSL. Nothing should be retained by the member of staff.

Allegations Against a Member of Staff, Volunteer, Designated Senior Lead or The Headmistress

When allegations arise against a person working with children (including volunteers) the school must follow the procedures outlined in Working Together to Safeguard Children (2018). The procedures should be used when an allegation is made that an adult has:

- Behaved in a way that has harmed, 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 they may pose a risk of harm to children.

Allegations of abuse may involve a member of the College staff (including the DSL) temporary staff or a volunteer. In these circumstances the allegation must be reported to the Headmistress or, in the absence of the Headmistress, the Chair of Governors immediately.

Where the allegation is against the Headmistress, it must be reported directly to the Chair of Governors and without notifying the Headmistress; in his absence, to the Governor in charge of Child Protection and Safeguarding, Dr S Richardson. The person to whom the allegation is first made should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions. It is important not to make assumptions. Confidentiality should not be promised. Make a written record of the allegation using the informant's words, add date and time and place where the alleged incident took place, what was said and anyone else present. The record should be signed and dated and passed to the Chair of Governors. Where the allegation is against the Chair of Governors, or any member of the Governing Board, it must be reported directly to the Headmistress.

On receipt of such an allegation these persons will immediately contact the Local Area Designated Officer (LADO) by use of the referral form and seek advice on the way forward. If the LADO is not available, then a senior member of the MASH team or a police should be contacted. The Headmistress will alert the Governor in charge of Safeguarding that she is making a referral.

In case of serious harm, the Police will be informed from the outset. If for any reason a member of staff cannot contact the College persons detailed above, then the matter must be referred directly to the LADO.

Tony Purvis.
Local Authority Designated Officer.

Child Protection Statutory Review and Performance Team. County
Hall, Peggs Lane, Hertford, SG13 8DF.

01992 556979
07580 744515

tony.purvis@hertfordshire.gov.uk

The College will not undertake its own investigation of allegations without prior consultation with the LADO, or, in the most serious cases, the police so as not to jeopardise statutory investigations.

Where the allegation is against a former member of staff, it will be referred directly to the police.

The LADO will be informed within one working day of any allegations which come to the attention of the College or that are made directly to the Police.

When immediate contact is made with the LADO to discuss an allegation, consideration will be given to the nature, content and context of the allegation and a course of action agreed including any involvement of the police. Discussions will be recorded in writing, and communication with both the individual and the parents of the child/ children agreed.

The College will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The College will follow the advice of the LADO and the police when making a decision about suspension.

Careful consideration needs to be given to the suspension of a member of staff and any suspension must be a neutral act. In the case of resident staff, alternative accommodation will be provided.

From 1st October 2012, there have been restrictions on the reporting or publishing of allegations against teachers and so College will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

Where an investigation leads to the dismissal of a member of staff because s/he is considered unsuitable to work with children or where someone resigns in circumstances where s/he would have been dismissed, the College will promptly make a report, including as much evidence about the circumstances of the case as possible, to the DBS and at least

within one month. Ceasing to use a

person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. The College will also make such a report even where a compromise agreement has been reached or where an individual fails to cooperate with an investigation.

The DBS address for referrals is:

PO Box 181
Darlington
DL1 9FA

Telephone – 01325 953795

Further information on the Disclosure and Barring Service (DBS) is available from

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

The College will also consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". The College will make reference to '*Teacher Misconduct : the probation of teachers (October 2015)*'

Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to a TRA referral. Further information can be found at: **Teacher Misconduct: the prohibition of teachers (July 2014)** on the TRA website.

If there has been a substantiated allegation against a member of staff, the College will work with the LADO to determine whether there are any improvements to be made to its procedures or practice to help prevent similar events in the future.

In line with Government Procedures in dealing with allegations of abuse against teachers and other staff (DfE 2012), allegations found to be malicious will be removed from personnel records. Records will be kept of all other allegations but any that are not substantiated, are unfounded or malicious will not be referred to in employer references.

Staff Recruitment

Internal and external appointments are made following the College's Safer Recruitment Policy. The College co-operates with the Disclosure and Barring Service (DBS) to ensure that no-one works within or on behalf of the College who is unsuitable to work with children. The College is committed to safeguarding and promoting the welfare of every pupil in its care and expects all staff and volunteers to share this commitment. The Headmistress, Head of Prep. Dept. and Bursar have completed the Safer Recruitment course.

A Single Central Record (SCR) is held for all staff including peripatetic Music staff, Sports coaches and volunteers, including Governors These include identity, qualification and health checks as well as at least two reference checks. The Central Register is reviewed regularly by the DSL. They are also spot checked by the designated governor for safeguarding.

All staff including volunteers and Governors, and staff of contractors are checked for their suitability to work with children through the Disclosure and Barring Service (DBS) at Enhanced Level with barred list information according to the requirements of KCSIE 2018.

Section 128 Directions and Disqualification under the Childcare Act 2006

The College must check that staff appointed to management positions from 12 August 2015 are not subject a Section 128 Direction. This is carried out through the DBS barred list check as long as it clear, when applying for a DBS, what position has been applied for. This applies to the Headmistress, members of Senior Leadership Team and Heads of Department and where applicable to non- teaching staff.

Visiting Speakers

PREVENT requires that all visiting speakers, whether invited by staff or pupils are suitable and are suitably supervised. Whenever it is proposed to use the services of a visiting speaker, they should be risk assessed and permission should be sought from the DSL (or Head) in her capacity as Single Point of Contact for PREVENT. This is done using the **Visiting Speaker Proposal Form** (Appendix 5) which contains a risk assessment if necessary.

Training

All College staff (teaching and support) including Headmistress, temporary staff and volunteers, including Governors, are reminded of their responsibilities and procedures relating to safeguarding issues at the September staff meeting each year and at suitable times throughout the year, for example, if there is a change to procedure. Training may include on line or in person training, group work, case studies and verbal briefings. Staff are reminded that everyone has a responsibility to safeguard and promote the welfare of children. They are reminded that all concerns, no matter how small, are important in order to establish a clear picture. They will receive a copy of the most recent version of KCSIE and Annex A as part of their training, a quick reference leaflet and will be directed to an updated version of the College's Safeguarding Policy.

All new staff undergo Safeguarding and Child Protection training as part of the induction process.

The College records the date of last safeguarding training on a spreadsheet stored in the Safeguarding folder on the server and this is updated by the DSL. Training certificates are placed in personnel files.

The Designated Persons will receive training in child protection and inter-agency working including training in the HSCB's approach to PREVENT duties, and update that training at least

every two years although in practice they are encouraged to receive training each year. The whole staff will receive regular safeguarding training in line with HSCB regulations every three years. Twilight refresher courses may be organised for colleagues with specific responsibilities or needs. New staff, including temporary staff and volunteers, will receive induction training on safeguarding issues from a Designated Person before they have contact with pupils. Such training must include:

- The College's safeguarding policy and procedures;
- The staff code of conduct and behaviour Policy;
- The identity of the designated persons;
- A copy of Part 1 Keeping Children Safe in Education (Sept 2018 and Annex A) and any subsequent updates
- Whistleblowing policy and procedures:
- PREVENT Policy

Individual training on safeguarding issues is available through the CPD budget and staff should approach the Designated Safeguarding Lead regarding such training needs. The Bursar will ensure appropriate guidance and training is given to the support staff, who come under her/his responsibility, by one of the Designated Persons from HCSB or SFC.

The Safeguarding Policy is available to all staff electronically in the electronic Staff Handbook or in hard copy from a Designated Person.

Whistleblowing

The College has a separate Whistleblowing Policy. If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Headmistress or, to the Chairman of Governors where the concern relates to the Headmistress. Any concern will be thoroughly investigated under the College's whistleblowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it. Reference should be made to the Whistleblowing Policy for more information.

Staff who wish to raise concerns about internal child protection failures and do not feel they can do this using internal procedures, can call the NSPCC Whistleblowing helpline, between 8am and 8pm, Monday to Friday 0800 028 0285 or e-mail help@nspcc.org.uk

EYFS

The designated lead who takes responsibility for safeguarding within the EYFS setting is Head of Prep or Head of EYFS. Any allegations of serious harm or abuse by any person living, working, or looking after children in our EYFS setting will be reported to Ofsted (via ISI's office) as soon as is reasonably practicable within 14 days.

OFSTED's National Business Unit can be contacted via 0300 123 1231.

Use of Mobile Devices in Early Years Foundation Stage Setting

A 'mobile device' may be a phone, iPad, iPod or iPhone, Blackberry or any form of hand held phone, tablet or laptop with the facility to take photographs and transmit them electronically and/or to hold conversations or personal video recorders and cameras.

Staff may bring personal mobile devices for their own use but these may not be used to contact parents or carers. Staff must ensure that their personal devices do not contain inappropriate or illegal content. All mobile devices must be kept in safe areas outside the setting throughout contact time with children. This includes all staff, parent helpers and students. Parents are not allowed to use their mobile devices within the EYFS setting and there are notices informing visitors of this on all the entry points.

Personal mobile devices, cannot be used to record classroom activities – only College property can be used for this purpose. Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements. These form an effective record of a child's progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care. Images can only be transferred to and stored on a College computer to be printed. Parental consent is sought for photographs to be taken or published i.e. on the College website or in publications.

During trips and visits - College provided mobile phones and cameras should be used. A member of staff may take his/her personal device but only for the purposes of contacting College.

All College staff are not permitted to use personal equipment to take images or store images of pupils including on educational visits

Under the guidance of the Head of Prep parents are welcome to take pictures of their own children taking part in sporting and outdoor events. Parents are asked not to take photographs of other pupils on their own without the prior agreement of the child's parent.

For further information, please see the College's IT policy and Taking, Storing and Using images of Children Policy.

Regarding 'disqualification by association' see page 29 and 30 of this policy.

The nominated College Governor with responsibility for monitoring safeguarding is **Dr S Richardson**. She conducts an annual unannounced check of arrangements for safeguarding within the College. In addition, The Governing Body receives and interrogates the annual report on safeguarding matters from the Designated Lead in which no names of pupils are disclosed, enabling it to review how effectively the College is fulfilling its obligations under current legislation.

This policy is annually reviewed by the Governing Body. Compliance will be monitored by the Designated Lead and the Governor for Safeguarding and Child Protection by spot checks and annual report to the Governing Body.

CONTACT NUMBERS

Children's Services (including out of hours): **0300 123 4043**

Hertfordshire Safeguarding Children Board Team
Room 147
Postal Point CHO143
County Hall Hertford
Hertfordshire
SG13 8DF

Telephone – 01992 588757

Fax – 01992 588201

E-mail – admin.hscb@hertfordshire.gov.uk

NSPCC Child Protection helpline: 0808 800 5000

Text 88868

help@nspcc.org.uk

Disclosure and Barring Service (DBS)

P O Box 181

Darlington

DL1 9FA

email: customerservices@dbs.gsi.gov.uk

telephone: 0870 900 0811

telephone for referrals: 01325 953 795

National College for Teaching and Leadership

Helpline – 0345 6090009

Departmental advice:

“What to do if you are worried a child is being abused – Advice for practitioners”

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers”.

Summary

This policy should be used in conjunction with the following College policies –

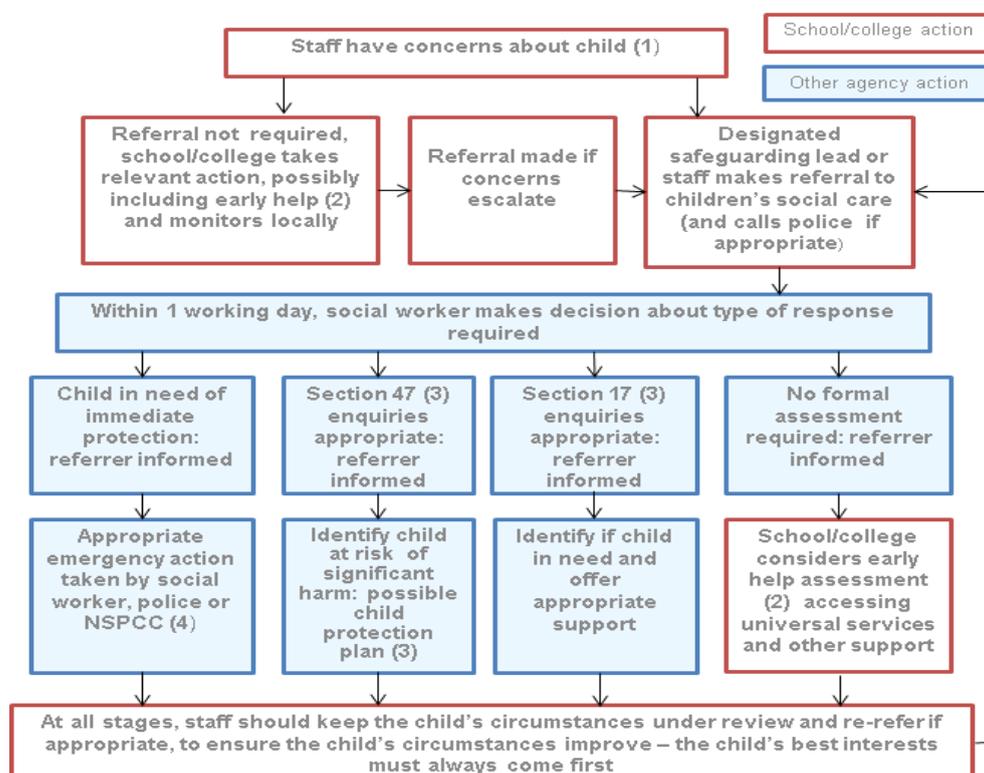
Anti-Bullying
Safer
Recruitment
Whistleblowing Policy
PREVENT Policy
E-Safety
Staff Code of Conduct
KCSIE part 1 and Annex A (September 2018)
Sexting Policy
Health & Safety Policy and Procedure
Taking, Storing and Using Images of Children
Policy Behaviour Policy
Missing Children Policy

Reviewed By	B Goulding
Authorised By	A W Goodwin
Effective From	September 2018
Next Review Due	September 2019

Appendix 1 – HCBS – Flow chart (To be replaced with KCSIE 2018 in May)

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. **Anybody can make a referral.**

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).

Appendix 2 – Pro forma Record of Concern (Peach Form)

RECORD OF CONCERN			
Child's name:			
Child's date of birth:			
Male/Female	Ethnic Origin:	Disability: Y/N	Religion:
Date and time of concern:			
Your account of the concern: (what was said, observed, reported and by whom)			
Additional information: (your opinion, context of concern/disclosure)			
Your response:(what did you do/say following the concern			
Your name:			
Your signature:			
Your position in school:			
Date and time of this recording:			
Action and response of Designated Safeguarding Lead/Headmistress:			
Name: Date:			

Appendix 3 - Staff Code of Conduct

Purpose

A code of conduct is designed to give clear guidance on the standards of behaviour all college staff are expected to observe. All staff have a statutory obligation to adhere to the Teachers' Standards 2012 namely Part 2 – Personal and Professional Conduct – and should be aware of what is expected of them.

This policy should clarify what is expected in terms of professional behaviour and it also describes safe practice and which behaviours should be avoided. The aim of the staff code of conduct is to provide clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil.

Exercise of Professional Judgment

This policy cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff and there may be times when staff have to make decisions or take action in the best interests of the pupils which could contravene this guidance. This means that staff should discuss the circumstances that led to their action with a member of the Senior Leadership Team. Staff must always record discussions and actions that they have been involved in. This will help ensure that the safest practices are carried out and reduce the risk of actions being misinterpreted.

Professional Behaviour and Conduct

College staff are role models and are in a unique position of influence: as a member of the College community, each employee has an individual responsibility to maintain their reputation and the reputation of the College, whether inside or outside working hours.

All staff must, therefore, demonstrate high standards of conduct in order to encourage the pupils to do the same. Staff must therefore avoid any conduct which would lead any reasonable person to question their motivation and intentions and they should take responsibility for their own action and behaviour.

If at any time a member of staff is concerned by the behaviour of a colleague, the issue may be raised using the Whistleblowing Policy.

Treating other People with Dignity and Respect

All employees are expected to treat other colleagues, pupils and external contacts, such as parents, with dignity and respect.

Staff are required to comply with the College's equality policies in respect of colleagues, pupils and other contacts such as parents. Unacceptable behaviour such as discrimination, bullying, harassment or intimidation will not be tolerated in College. This includes physical and verbal abuse and use of inappropriate language or unprofessional behaviour with colleagues, students and parents; please refer to the Anti-Harassment & Anti-Bullying Policy (Staff).

All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

Corporal Punishment

Corporal punishment at St Francis' College is banned for all pupils, including EYFS in accordance with the Education Act 1986 and the School Standards and Framework Act 1998.

Appropriate Relationships with Children

College employees are expected to act in an open and transparent way that would not lead any reasonable person to suspect their actions or intent. Employees in schools are in a position of trust and have a duty to protect young people from discrimination and harm and to maintain appropriate professional boundaries. It is equally important for staff to avoid behaviour that might be misinterpreted by others in order to protect both young people and themselves. Staff are required to read and understand College policies on Child Protection and Safeguarding Procedures, KCSIE 2016 and Annex A and all additional supporting policies.

This Code helps all staff to understand what behaviour is and is not acceptance. Staff should note that it is an offence for a person aged 18 or over such as a teacher to have a sexual relationship with a pupil where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

As a guide staff should:

- Avoid being alone with a child.
- Conduct interviews with the door open, if there is no viewing panel in the door, or with a colleague present.
- Avoid physical contact at all times except in circumstances in which it is unavoidable, for example for the immediate protection of the child.
- Not under any circumstances to share personal contact details. All communication between pupils and staff must be via College email accounts.
- Boarding accommodation is out of bounds to staff who do not work in the Boarding House.
- Not convey an individual pupil in their own car, unless on school business e.g. escorting to a GP appointment in the case of Boarding staff. In all other cases, permission must be sought from SLT.
- Not enter changing rooms
- Wear their ID at all times when on site.
- On trips – check rooms in pairs, do not take a child/children into staff bedrooms, avoid going into a toilet alone with children, inform a colleague if this is necessary.

Managing One to One Tuition and Coaching Scenarios in Sport, Music, Dance and the Performing Arts

Whenever possible, contact should be avoided. Find other methods of demonstrating a technique, e.g. model using yourself or a colleague (if available). If contact is unavoidable, explain in advance what action is required and seek permission.

Force to Avert Immediate Danger

Fortunately, such action is rarely needed at St Francis' College. However, in the event that an emergency arises in the classroom or elsewhere within a member of staff's employment, action must be taken immediately e.g. when children are fighting or acting in a manner which might endanger their or others' lives.

Use only the minimum force required to prevent injury or damage to property. In case of fighting, send for another member of staff, attempt to calm pupils and then attempt to separate pupils.

Report immediately to senior staff.

Further information is available within the College policy '*Restrictive Physical Intervention Policy*'.

Safeguarding Pupils

Staff have a duty to safeguard pupils from:

- physical abuse
- sexual abuse
- emotional abuse
- neglect
- organised abuse
- child on child abuse

The duty to safeguard pupils includes the duty to report concerns about a pupil to the College's Designated Safeguarding Lead (DSL) for Child Protection.

The College's Designated Safeguarding Lead is Mrs Lindsey Bryant.

The College's Deputy Designated Safeguarding Lead is Mrs Rebecca Hayes.

Copies of the College's Child Protection and Safeguarding Policy and Procedures, and the Whistleblowing Policy are available on the VLE and staff must be familiar with these and related documents.

Staff must not demean or undermine pupils, their parents or carers, or colleagues.

Staff must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare.

Pupil Development

Staff must comply with College Policies and procedures that support the well-being and development of pupils.

Staff must co-operate and collaborate with colleagues and with external agencies where necessary to support the development of pupils.

Staff must follow reasonable instructions that support the development of pupils.

Honesty and Integrity

Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of College property and facilities.

All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to the Whistleblowing Policy.

All gifts from suppliers, associates of the College, parents and associates, must be declared to the Headmistress, with the exception of "one-off" token gifts from students or parents. Personal gifts from the individual members of staff to students are inappropriate and could be misinterpreted and are not allowed.

Dress and Appearance

Staff should consider the manner of dress and appearance appropriate to their professional role. We require pupils to be smart in their uniform. Smart and professional appearance is expected at all times for staff. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake.

This means that staff should ensure their appearance and clothing:

- promotes a positive and professional image.
- is appropriate to their role.
- is not likely to be viewed as offensive, revealing or sexually provocative.
- does not distract, cause embarrassment or give rise to misunderstanding.
- in the case of tattoos, staff may be required to cover them.

Teacher Misconduct

National guidance was issued in January 2014 in relation to teacher misconduct and the types of behaviour that may lead to prohibition under the Education Act 2012 s142. Examples of offences/incidents that may be considered 'unacceptable professional conduct' or 'conduct that may bring the profession into disrepute' include:

- violence
- terrorism
- fraud, serious dishonesty or serious theft
- possession of class A drugs, supply of illegal substances of any classification
- any sexual activity
- arson and other major criminal damage
- serious driving offences, particularly those involving alcohol or drugs
- serious offences involving alcohol or gambling
- possession of prohibited firearms, knives or other weapons
- any activity involving viewing, taking, making, possessing, distributing or publishing any indecent photograph or image or pseudo image of a child, or permitting such activity, including one-off incidents.

Acceptable Use of Technologies

Staff must not engage in inappropriate use of social network sites which may bring themselves, the College, College community or employer into disrepute. Staff must not accept pupils as 'friends' on social networking sites such as Facebook. E-mail communication with pupils must be conducted via the school e-mail account and not personal e-mail accounts.

Staff may undertake work outside the College, either paid or voluntary, provided that it does not conflict with the interests of the College nor be to a level which may contravene the working time regulations or affect an individual's work performance.

Confidentiality

Where staff have access to confidential information about pupils or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil.

Staff have an obligation to share with their manager or the College's Designated Safeguarding Lead any information which gives rise to concern about the safety or welfare of a pupil. Staff must **never** promise a pupil that they will not act on information that they are told by the pupil.

Disciplinary Action

All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

Appendix 4

Child Protection Annual Checklist

Name _____

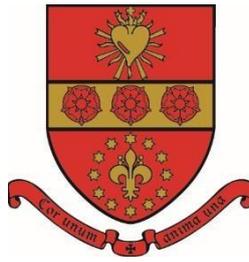
Position _____

- I have received the St Francis College Safeguarding Policy and know how to access the most up to date version of it on the SFC web site.
- I have received Keeping Children Safe in Education 2018 (Part 1 and Annex A)
- I have received the Staff Code of Conduct.
- I have read and have an understanding of the principles outlined in the above documents and agree to abide by the contents of these documents.
- I have an understanding of the current guidelines and legal contexts regarding Child Protection.
- I have an understanding of the definition of abuse, the different types of abuse and what hurts children.
- I fully understand the correct procedures regarding the report of a disclosure of abuse or a welfare concern to the relevant members of staff at SFC.
- I fully understand the correct procedures regarding the reporting of an allegation against a member of staff, including the Headmistress.
- I am aware of the name of the Designated Safeguarding Lead and of staff members who are Designated Persons at St Francis College.
- I am aware of the College's Whistleblowing policy and where to access it on the intranet.
- I confirm that I have not been involved in any activity/incident since by last DBS check or within the last 12 months which might result in a change to my DBS (previously CRB) status, should a new check be requested. (If you are unable to confirm this, please detail any changes in writing to the Headmistress immediately. This information is given in the strictest confidence).

Signature _____

Date _____

Appendix 5



Visiting Speaker Proposal Form

Name of Organiser: _____

Position of Organiser: _____

Date of visit: _____

Name of Speaker: _____

Speaker's Organisation: _____

Educational Objectives: _____

Year group being addressed: _____

Signature: _____

Sign Authorised by Head/DSL _____

Comment: _____

Date: _____

Please attach samples of internet search