

St Paul's Catholic School

Safeguarding and Child Protection Policy

Safeguarding and promoting the welfare of children is defined in Keeping children safe in education (2020) as:

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

Child protection is part of this definition and refers to activities undertaken to prevent children from suffering, or being likely to suffer, significant harm

This policy was:

Approved by Browne Jacobson: 8th September 2020

Adopted by St Thomas Aquinas Trust Board of Directors: 10th September 2020

Signature: Sarah Noon (Chair the Trust Board)



This policy will be reviewed by the Director of safeguarding of St Thomas Aquinas on or before September 2021

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1 Our strong safeguarding culture and commitment

At St Paul's School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

1.1 Why it is important

1.1.1 Safeguarding is everyone's responsibility and it is the duty of St Thomas Aquinas Trust and St Paul's School stakeholders to safeguard and promote the welfare of children. This is our core safeguarding principle.

1.1.2 In adhering to this principle we focus on providing a safe and welcoming environment for all of our children regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. All of our children have equal rights to support and protection.

1.1.3 One of the cornerstones of our safeguarding culture is this policy and the procedures contained within it. This policy applies to all staff, volunteers and governors, all of whom are trained upon its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to law, statutory guidance and best practice.

1.1.4 This policy should be read alongside our other safeguarding policies, listed in this policy. This will include, as necessary, a Covid-19 addendum, updated by the Trust Safeguarding Director in the event of school closure or partial closure.

1.2 What it means for our pupils

1.2.1 We work with our local safeguarding partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support to the child.

1.2.2 All of our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a child is at risk of harm. Any pupils or staff involved in a child protection or safeguarding issue will receive appropriate support.

1.2.3 Our strong safeguarding culture ensures that we treat all pupils with respect and involve them in decisions that affect them. We encourage positive, respectful and safe behaviour among pupils and we set a good example by conducting ourselves appropriately.

1.2.4 Identifying safeguarding and child protection concerns often begin with recognising changes in pupils' behaviour and knowing that these changes may be signs of abuse, neglect or exploitation. Challenging behaviour and signs of mental health issues may be indicators of abuse. Our staff are trained to recognise the link between a child's behaviour and a potential safeguarding issue.

1.2.5 Our staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school and/or can occur outside of the school. This was highlighted as contextual safeguarding in Working Together to Safeguard Children (2018). Extra-familial harms

take a variety of different forms making children vulnerable to multiple harms including (but not limited to) sexual and criminal exploitation and serious youth violence. All staff, especially DSLs understand the importance of considering wider environmental factors in a child's life outside their families that may be a threat to their safety and/or welfare. St Paul's School assesses the risks and issues in the wider community when considering the wellbeing and safety of our pupils.

1.3. Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Keeping Children Safe in Education (2020)
- Working Together to Safeguarding Children (2018)
- What to do if you're worried a child is being abused (2015)
- The Teacher Standards (2012)
- The Safeguarding Vulnerable Groups Act (2006)
- Section 157 of the Education Act (2002)
- Guidance for safer working practice for those working with children and young people (May 2019)
- Guidance for safer working practice for those working with children and young people addendum (April 2020)
- Searching, Screening and Confiscation (2018)
- The Data Protection Act (2018) and the General Data Protection Regulation (2018)
- Sexual violence and sexual harassment between children in schools and colleges (2018)
- The Education (Independent School Standards) Regulations (2014)

This policy adheres to all relevant safeguarding statutory guidance and legislation.

2 Definitions

Safeguarding is defined in Keeping Children Safe in Education (2020) as:

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

'Child Protection' is the intervention that occurs when a child or children are at risk of, or are suffering, significant harm.

'Child' refers to anyone under the age of 18.

'Parent' refers to birth parents and other adults in a parenting role, for example adoptive parents, step parents and foster carers.

'Staff' or 'members of staff' refers to all paid or unpaid adults working in or on behalf of the school. This includes (but it not limited to) all teaching, non-teaching, support, supply, peripatetic and contract staff, volunteers, governors and trustees.

'The Trust' refers to St Thomas Aquinas Catholic Multi-Academy Trust

3 Scope

This policy applies to all members of staff working in or on behalf of the school.

This policy will not duplicate content from Keeping Children Safe in Education (2020) unless necessary. It should be understood that the school will adhere to this document at all times and refer to it as the benchmark for all safeguarding practice.

4 Roles and responsibilities

The Designated Safeguarding Lead (DSL) is:

ANDREW CURRAN

Contact details: email: acurran@st-pauls.leicester.sch.uk Tel: 0116 2414057

The deputy DSL(s) is:

NEIL COCKCROFT

Contact details: email: ncockcroft@st-pauls.leicester.sch.uk Tel: 0116 2414057

The Designated teacher for looked after and previously looked after children is:

STELLA KONIG

Contact details: email: skonig@st-pauls.leicester.sch.uk Tel: 0116 2414057

The Chair of Governors is:

NICK O'MALLEY / BRIAN WALSH

Contact details: email: sconaghan@st-pauls.leicester.sch.uk Tel: 0116 2414057

The Safeguarding Governor is:

FIONA HARRIS

Contact details: email: sconaghan@st-pauls.leicester.sch.uk Tel: 0116 2414057

The Principal is:

SHELLEY CONAGHAN

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4.1 Roles and responsibilities: The Trust Board will:

- appoint a safeguarding lead Director for the Trust;
- adopt a Trust-wide Safeguarding and Child Protection policy, bearing in mind local variance where the Trust spans more than one Local Authority area;
- ensure the single central record (SCR) is maintained for all Trust based and cross-school appointments;
- ensure that at least one director on any recruitment panel has up to date safeguarding training;
- ensure that all senior leaders are trained in safer recruitment;
- ensure that governors who undertake recruitment are trained in safer recruitment;
- monitor safeguarding practice across the Trust and take appropriate action where safeguarding practice is falling short of the standards expected; and
- ensure that each academy has appointed a designated teacher to support Looked After Children.

4.2 Roles and responsibilities: The CEO and Executive Team will:

- make arrangements for safeguarding audits to be conducted by independent personnel;
- Report to the Board (at least annually) on the procedures in place for safeguarding and matters as they arise;
- monitor compliance with legislation (including the single central record) and report any failings to The Board;
- Identify training needs and report to The Board;
- Liaise with the Trust Board to ensure that all senior leaders are trained in safer recruitment; monitor safeguarding practice across the Trust and take appropriate action where safeguarding practice is falling short of the standards expected; and ensure that each academy has appointed a designated teacher to support Looked After Children.

4.3 Roles and responsibilities: The Local Governing Body will:

- ensure that governors who undertake recruitment are trained in safer recruitment;
- appoint a designated governor for safeguarding;
- monitor systems for safeguarding pupils and report finding to The Board;
- ensure the governing body receive safeguarding training, and the safeguarding governor attends appropriate training on their strategic responsibilities in order to provide appropriate challenge and support and discharge their responsibilities effectively;
- ensure the Chair of Governors receives appropriate training in managing allegations or concerns against staff;
- ensure new staff receive safeguarding and child protection training (including online safety) at induction, and all staff undertake appropriate training (at least annually) which is kept up to date via regular briefings and e-bulletins;
- ensure any deficiencies or weaknesses brought to the attention of the local governing body will be rectified without delay;
- ensure there are clear systems and processes in place to identify and respond to potential mental health problems of children, including routes to escalate, clear referral and accountability systems;
- ensure there are robust systems in place to respond to children who go missing from education;
- ensure the school has implemented an effective IT filtering and monitoring system;
- there is a whole-school approach to online safety, including the use of mobile technology in the school; and
- the DSL is supported to exercise the school's duty in relation to safeguarding and child protection to provide information to the local authority by completing and returning the annual report in a timely manner.

The safeguarding governor

4.3.1 The role of the safeguarding governor is to provide support and challenge to the DSL and the leadership of the school on how they manage safeguarding so that the safety and wellbeing of the children can continuously improve. The role includes:

- understanding the requirements of Keeping Children Safe in Education 2020;
- supporting and challenging the DSL on the standards of safeguarding at the school;
- confirming that consistent and compliant safeguarding practice takes place across the school; and
- reporting to the local governing body about the standard of safeguarding in the school.

4.3.2 The DSL and the safeguarding governor meet on a regular basis to discuss safeguarding issues and to agree steps to continuously improve safeguarding practices in the school.

4.4 Roles and responsibilities of the Principal

The Principal of St Paul's School will ensure that:

- there is a member of the school's senior leadership team appointed to the role of designated safeguarding lead (DSL), to take lead responsibility for child protection and wider safeguarding (including online safety) and this role is explicitly detailed in their job description; in addition,

- a deputy designated safeguarding lead (DDSL) or leads are appointed, trained to the same standard as the DSL and the role made explicit in their job description;
- they safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties as outlined in the Teaching Standards (2012);
- all policies and procedures are fully implemented and followed by all staff;
- the Trust's annually updated Safeguarding and Child Protection policy is available publically via the school website;
- sufficient resources and time are allocated to enable DSLs and other staff to discharge their responsibilities; including taking part in strategy discussions, inter-agency meetings and contributing to the assessment of children;
- they and at least one member of the governing body has undertaken Safer Recruitment Training (which is refreshed no later than every 5 years) and in addition, any other staff involved in the recruitment process;
- there is a culture of safer recruitment to prevent any one who poses a risk of harm to children from working in the school, through ensuring references are sought and statutory pre-appointment checks are carried out
- new members of staff (temporary or permanent, including volunteers) receive a full induction that includes safeguarding and child protection protocols and names/contacts of the DSL and DDSL(s);
- children are taught about keeping themselves safe, including online safety, so that they can recognise when they are at risk and how to get help when they need it;
- all staff undergo annual whole school safeguarding training, with regular updates;
- DSLs undergo training for their role which is advised by the local safeguarding partners (LSCP), in line with KCSIE 2020, Annex B and refreshed every two years;
- there is a culture of vigilance where all staff and volunteers feel able to raise concerns about poor or unsafe practice in relation to children and such concerns are addressed sensitively and effectively in a timely manner; the NSPCC whistleblowing helpline number (0800 028 02850) is shared with staff and displayed publically for staff;
- allegations of abuse or concerns that a member of staff, supply teacher or volunteer may pose a risk of harm to children or young people are reported to the Local Authority Designated Officer (LADO);
- they work with the Local Authority Designated Officer to support investigations following safeguarding concerns about or allegations against members of staff;
- they refer individual cases to the Disclosure and Barring Service as necessary;
- all staff act in the best interests of the child and are made aware that they have an individual responsibility to pass on safeguarding concerns promptly to the DSL, or directly to children's social care or the police;
- children's social care (from the host local authority or the placing local authority) are able to access the school to consider whether to conduct, or to conduct a Section 47 or Section 17 assessment; and
- all staff have an understanding of Early Help and are aware that they should identify children who may benefit from Early Help intervention.

4.5 Roles and responsibilities of the Designated Safeguarding Lead (DSL)

The designated safeguarding lead takes **lead responsibility** for safeguarding and child protection (including online safety) in the school. During term time, they or a deputy are always available for staff in the school to discuss any safeguarding concerns. The DSL promotes a culture of safeguarding and acts in the best interests of the child at all times. The DSL and deputies have undergone training to provide them with the knowledge and skills required to carry out their role. This training is updated every two years, in addition to regular updates through, for example, safeguarding

bulletins/newsletters e-bulletins, and DSL forums. The full responsibilities of the DSL and deputies are set out in their job description (and Appendix 2 of this policy) and include (but are not limited to):

- Safeguarding children's wellbeing and maintaining public trust in the teaching profession as part of their professional duties as outlined in the Teaching Standards (2012);
- ensuring child protection policies are known, understood and used appropriately by staff;
- ensuring that all staff have been provided with and have read and understood Part 1 of Keeping Children Safe in Education (2020) plus Annex A for staff in regular contact with pupils;
- acting as a source of support, advice and expertise for all staff on child protection and safeguarding matters, including online and digital safety;
- acting as a point of contact with the three safeguarding partners, and making staff aware of the latest local safeguarding arrangements available through the local safeguarding partners;
- raising awareness of safeguarding and child protection amongst staff, through annual and regular refresher activities and updates;
- maintaining accurate and secure child protection records which include details of actions, and are kept separate from the normal school files held on children;
- monitoring the impact of actions, concerns or patterns of concerns about a child, using the school's RAB identification and monitoring system;
- identifying if children may be in need of early intervention, targeted early help support or statutory intervention;
- making and managing referrals to children's social care, the police, or other relevant agencies, such as the Channel programme and support staff who make such referrals directly;
- taking part in strategy discussions and inter-agency meetings and /or support other staff to do so;
- keeping the Principal informed of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; liaising with the Principal, local governing body and the local authority on any deficiencies brought to the attention of the governing body and how these should be rectified without delay.
- attending (or arranging for a deputy to attend) multi-agency safeguarding meetings;
- transferring the child protection file promptly to a child's new school;
- liaising with other relevant staff in school to support children with additional vulnerabilities (mental health lead and SENCO, for example); and
- helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- the DSL role could include ensuring that our school staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

- **The deputy Designated Safeguarding Lead(s)**

4.4.1 Our Deputy DSL is trained to the same level as the DSL and support the DSL with safeguarding matters on a day to day basis. The ultimate lead responsibility for child protection remains with the DSL.

4.6 Roles and responsibilities of all staff

School staff are particularly important as they are in a position to identify safeguarding concerns and signs of abuse early. All staff in the school have a responsibility to:

- provide a safe environment where children can learn;
- be prepared to identify children who may benefit from early help;
- be aware of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- follow the school referral process to raise concerns about the safety and wellbeing of children;
- follow local reporting and referral procedures to refer a child for statutory intervention (if necessary);
- support social workers and other agencies following a referral as required; and
- fulfil their statutory duty under the Prevent Duty.

teachers (which includes Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teachers Standards 2012).

5 Staff Safeguarding CPD

Our staff receive appropriate safeguarding and child protection CPD which is regularly updated. In addition, all staff receive safeguarding and child protection updates on a regular basis to ensure they are up to date and empowered to provide exceptional safeguarding to our pupils and maintain a culture of vigilance.

New staff, governors and volunteers receive a briefing during their induction which covers (among other safeguarding issues) this Child Protection and Safeguarding policy and how to report and record concerns. Staff are provided with copies of the following on induction:

- Part 1 and (for staff who work directly with children) Annex A of Keeping Children Safe in Education;
- The Safeguarding and Child Protection Policy;
- The staff Code of Conduct;
- The Behaviour Policy;
- Information about the school's safeguarding response to children who go missing from education; and
- Information about the role of the Designated Safeguarding Lead and deputies.

6 Children who may be particularly vulnerable

Some children are at greater risk of abuse. This increased risk can be caused by many factors including social exclusion, isolation, discrimination and prejudice. To ensure that all of our pupils receive equal protection, we give special consideration to children who:

- are vulnerable because of their race, ethnicity, religion, disability, gender identity or sexuality;
- have special educational needs or disabilities;
- may have language or communication barriers;
- are vulnerable to being bullied, or engaging in bullying;
- are at risk of sexual or criminal exploitation, forced marriage, female genital mutilation, or being drawn into extremism;
- live in chaotic or unsupportive home situations;

- live transient lifestyles or live away from home or in temporary accommodation;
- frequently go missing from home or care;
- are affected by parental substance abuse, domestic abuse or parental mental health needs, or are misusing substances themselves;
- have mental health needs;
- have returned home from care;
- are young carers;
- have family members in prison;
- are in the court system;
- are privately fostered; and
- are children who need a social worker.

St Paul's School recognises that some children may need a social worker due to safeguarding or welfare needs. The experience of abuse and trauma can leave children vulnerable to further harm and educational disadvantage.

The Designated Safeguarding Lead will hold information about social workers working with children in the school.

The information will inform decisions about safeguarding and about promoting welfare.

7 Children with special educational needs and disabilities

7.1 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- additional vulnerability to other forms of peer on peer abuse; and
- communication barriers and difficulties in overcoming these barriers.

7.2 Our staff are trained to be aware of and identify these additional barriers to ensure this group of children are appropriately safeguarded.

8 Children missing education

8.1 Knowing where children are during school hours is an extremely important aspect of safeguarding. Children missing education, particularly repeatedly, can be an indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation, mental health problems, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Our staff are alert to these risks.

8.2 At St Paul's School we closely monitor attendance, absence and exclusions and will always follow up with parents/carers when pupils fail to attend school. We request that parents ensure that the school has at least two emergency contacts for their child, and remember to update the school

as soon as possible if the numbers change. The DSL will take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

8.3 We work with the Local Authority and refer cases where children are missing from education.

8.4 We adhere to the statutory guidance Children Missing Education (September 2016)

8.5 All staff are made aware of the school's safeguarding response to children who go missing from education as part of their induction.

9 Mental health

9.1 Schools have an important role to play in supporting the mental health and wellbeing of their pupils. We recognise that safeguarding includes preventing the impairment of children's mental health or development.

9.2 All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education. Staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

9.3 Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL or a deputy.

10 Peer on peer/child on child abuse

10.1 Peer on peer abuse – children harming other children - is unacceptable and will be taken seriously; it will not be tolerated or passed off as 'banter' or 'part of growing up'. We recognise the gendered nature of some forms of peer on peer abuse, however allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.

10.1.2 All staff are clear about the school's policy and procedures for addressing peer on peer abuse.

10.1.3 Peer on peer abuse can take many forms, including:

- **physical abuse** such as hitting, biting, kicking or hair pulling;
- **sexual violence and harassment** such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes;
- **up skirting**, where someone takes a picture under a person's clothing without their permission and knowledge, for the purposes of sexual gratification or to cause harm, distress or alarm;
- **sexting** including pressuring others to share sexual content;
- **abuse within intimate partner relationships and/or teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner; and
- **initiation/hazing** type violence and rituals– used to induct newcomers by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond

10.2 Minimising risk

We take the following steps to minimise or prevent the risk of peer on peer abuse:

- training for staff to ensure that they understand what peer on peer abuse is, how to recognise signs and symptoms of peer on peer abuse and how to raise concerns with the DSL.
- promoting an open and honest environment where children feel safe and confident to share their concerns and worries;
- using assemblies to outline acceptable and unacceptable behaviour,
- using Relationships education, Relationships and sex education and Health education, and PSHE to educate and reinforce our messages through stories, role play, current affairs and other suitable activities
- Ensuring that the school is well supervised, especially in areas where children might be vulnerable.

10.3 Investigating allegations

10.3.1 All allegations of peer on peer abuse should be passed to the DSL immediately who will investigate and manage the allegation as follows:

- **Gather information** - children and staff will be spoken with immediately to gather relevant information;
- **Decide on action** - if it is believed that any child is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police. In other cases, we may follow our behaviour policy alongside this Safeguarding and Child Protection policy; and
- **Inform parents** - we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

10.3.2 Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education 2020 and the document Sexual Violence and Sexual Harassment between children in schools and colleges (May 2018). In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people.'

Supporting those involved

10.3.3 The support required for the pupil who has been harmed will depend on their particular circumstance and the nature of the abuse. The support we provide could include counselling and mentoring or some restorative justice work.

10.3.4 Support may also be required for the pupil that caused harm. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. The consequences for the harm caused or intended will be addressed.

Information sharing

10.6.5 In the event that a victim or a perpetrator of peer on peer abuse moves to a new school or setting, the Designated Safeguarding Lead will share the appropriate information to ensure that the child/children involved and those at a new setting are safeguarded and supported appropriately.

11 Serious violence

All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.

Any concerns about serious violence should be referred to the DSL immediately.

12 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

12.1 Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance can be due to a range of factors, including: age; gender; sexual identity; cognitive ability; physical strength; status and access to economic or other resources. Victims of CCE and CSE may have been criminally and sexually exploited even if the activity appears consensual. CCE and CSE do not always involve physical contact; it can also occur through the use of technology.

12.1.2 The abuse can be perpetrated by individuals or groups, males or females, and children or adults. They can be one-off occurrences or a series of incidents over time and may or may not involve force or violence. Exploitation can be physical and take place online.

12.2 CCE /CSE Indicators

12.2.1 CCE indicators can include children who:

- (a) appear with unexplained gifts or new possessions
- (b) associate with other young people involved in exploitation
- (c) suffer from changes in emotional well-being
- (d) misuse drugs or alcohol
- (e) go missing for periods of time or regular return home late
- (f) regularly miss school or education or do not take part in education

12.2.2 CSE Indicators: The above can also be indicators of CSE, as can children who:

- (g) have older boyfriends
- (h) suffer sexually transmitted infections or become pregnant

12.2.3 We include the risks of criminal and sexual exploitation in our PSHE and Relationships, Sex and Relationships and Health Education (RSHE) curriculum. It is often the case that the child does not recognise the coercive nature of the exploitative relationship and does not recognise themselves as a victim.

12.2.4. Victims of criminal and sexual exploitation can be boys or girls and it can have an adverse impact on a child's physical and emotional health.

12.2.5 All staff are aware of the indicators that children are at risk of or are experiencing CCE or CSE. All concerns are reported immediately to the DSL. Staff must always act on any concerns that a child is suffering from or is at risk of criminal or sexual exploitation.

12.2.6 The school will work with the police to foster positive relationships, and share intelligence or information about CCE or CSE that the school may receive.

13 County Lines

13.1 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move (and store) drugs or money, with offenders often using coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

13.2 County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. This power imbalance can be due to the same range of factors set out in paragraph 12.2 on child criminal exploitation.

13.3 Children can easily become trapped by this type of exploitation, as county lines gangs create drug debts and can threaten serious violence towards victims (and their families) if they attempt to leave the county lines network.

13.4 Children can be targeted and recruited into county lines in a number of locations, including schools. Indicators of county lines include those indicators set out at 9.3 of this policy, with the main indicator being missing episodes from home and/or school.

13.5 All staff are aware of indicators that children are at risk from or experiencing child criminal exploitation (CCE). The main indicator is increased absence or going missing from home/care, during which time the child may have been trafficked for the purpose of transporting drugs or money. Indicators of CCE also include, children who appear with unexplained gifts or new possessions, children who associate with other young people involved in exploitation, children who suffer from changes in emotional well-being or who misuse drugs and alcohol. All concerns about county lines must be reported to the DSL immediately.

13.5 Where necessary, searching, screening and confiscation will be used to safeguard children. The school will defer to the guidance document and operate within the school behavior policy.

14 Modern Slavery and Trafficking

14.1. Modern slavery is defined as the recruitment, movement, harbouring or receiving of children, women or men through the use of force, coercion, abuse of vulnerability, deception or other means for the purpose of exploitation. Even if a victim consents and is willing to be moved, trafficking could still be taking place. It involves either the threat of harm or actual harm to the person themselves or their family.

14.2 Children may be trafficked for:

- sexual abuse

- forced marriage
- domestic servitude
- forced labour
- criminal activity

14.3 Signs a child may be a victim of modern slavery/trafficking includes (but is not limited to):

- **Physical appearance** – poor physical condition, malnourishment, untreated injuries, and looking neglected;
- **Isolation** – victims may not be allowed out on their own and may appear to be under the control or influence of people accompanying them, with the absence of a parent or legal guardian. They may not interact and be unfamiliar in their local community;
- **Poor living conditions** – victims may be living in dirty, cramped or overcrowded accommodation, with multiple children living and working at the same address/premises;
- **Personal belongings** – few possessions, wearing the same clothes each day, and no identification documents; and
- **Reluctant to seek help** – victims may avoid eye contact, appear frightened or hesitant to approach people and have lack of trust or concern about making a report through fear of being deported or fear of violence on their family.

14.4 Many children are trafficked into the UK from abroad but children may also be trafficked around the UK. The number of British children identified as potential victims of modern slavery has more than doubled in a year, prompting concerns about child exploitation by county lines drugs gangs. As is the case with all safeguarding concerns, staff must refer immediately to the DSL any concern they have that a child may be a victim of trafficking. ~~10.1.1 ‘Sexting’, also known as ‘youth produced sexual imagery’ refers to the sending or posting of sexual images of children via mobile phones and other devices or over the internet.~~

15 Sexting

~~‘Sexting’, also known as ‘youth produced sexual imagery’ refers to the sending or posting of sexual images of children via mobile phones and other devices or over the internet.~~

15.1 When a member of staff becomes aware about a sexting incident, they know that they should not view, download, print or share the image.¹

15.1 All sexting incidents will be managed as follows:

- The incident will be referred to the DSL immediately and the DSL will discuss it with the appropriate staff. If necessary, the DSL may also interview the children involved; this may include requesting the child to describe the image in order to ascertain whether a child has been or is at risk of being harmed;
- Searching, screening and confiscation will be used as appropriate;

¹ For further guidance, see [‘Sexting: How to respond to an incident’](#), UKCIS.

- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put a child at risk of harm;
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm we will refer the matter to the police and/or children's social care.

16 Online safety

The use of technology has become a significant component of many safeguarding issues; technology often provides the platform that facilitates harm such as child sexual exploitation, radicalisation and sexual predation. It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as educating children about online risks, we have appropriate filtering and monitoring systems in place to limit the risk of children being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;

contact: being subjected to harmful online interaction with others; for example, commercial advertising as well as adults posing as children or young adults; and

conduct: personal online behavior that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

16.1 St Paul's School will make all reasonable endeavours to limit children's exposure to the above risks, including teaching children how to stay safe online. Where children are being asked to learn online at home, the school will follow advice provided by the DfE to schools and colleges to do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [guidance on safeguarding and remote education](#)

16.2 The school will consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school will carefully consider how this is managed on our premises.

16.3 The school has effective filtering and monitoring systems in place to protect children and staff when using the school IT equipment.

16.4 In line with the recommendation from the DfE, St Paul's School will inform parents/carers about specific support for parents/carers to keep their children safe online which includes:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online;
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations;
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support;

- [Internet Matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world;
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online;
- [Net-aware](#) has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games;
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation; and
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services;

17 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. It can include psychological, physical, sexual, financial and emotional abuse.
- Children can witness and be adversely affected by domestic abuse and exposure to it can have long lasting negative impact on children.
- Where police have been called to a domestic abuse incident where children are resident in the household and/or witnessed that incident, the police will notify the Operation Encompass officer at the local authority, who will inform the DSL. This ensures that the school has up to date safeguarding information about the child.
- All staff are aware of the impact domestic abuse can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse and violence, they will report their concerns immediately to the DSL.

18 Honour-Based Abuse

18.1 So-called 'honour-based' abuse (HBA) encompasses actions taken to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

18.2 Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff are aware of this dynamic and additional risk factors and we take them into consideration when deciding what safeguarding action to take. If staff are concerned that a child may be at risk of HBA or has suffered from HBA, they must contact the designated safeguarding lead as a matter of urgency.

18.2 Female Genital Mutilation

18.2.1 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal and a form of child abuse with long-lasting harmful consequences.

18.2.2 FGM is carried out on females of any age, from babies to teenagers to women. Our staff are trained to be aware of risk indicators, including concerns expressed by girls about going on a long holiday during the summer break, a visiting female elder (staff should not assume that FGM only happens outside the UK), a mother or sister who has undergone FGM, low level of integration into UK society or talk of a special procedure or celebration to become a woman.

18.2.3 In their response to FGM, St Paul's School takes into account the updated government guidance, 'Multi-agency statutory guidance on female genital mutilation' 2020. If any professional suspects that a girl has undergone FGM their designated safeguarding lead must be informed and an immediate referral should be made to the local authority's children's social care department.

If staff are concerned that a child may be at risk of FGM, they will follow the school's safeguarding protocols and inform the designated safeguarding lead without delay. Where there is an imminent or serious risk, an emergency response by the designated safeguarding lead may be required, either an urgent referral to social services and/or potentially contacting the police.

Under the FGM mandatory reporting duty, teachers also have a legal duty to report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, teachers must alert the DSL and then personally report the matter to the police.

18.3 Forced Marriage

18.3.1 A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Coercion may include physical, psychological, financial, sexual and emotional pressure or abuse. Forced marriage is illegal.

18.3.2 Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK.

18.3.3 Forced marriage is not the same as arranged marriage, which is common in many cultures.

18.3.4 If staff are concerned that a child may be at risk of forced marriage, they should speak to the designated safeguarding lead immediately.

19 Radicalisation and Extremism

19.1 Extremism is defined in the 2011 Prevent duty 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. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

19.2 Children are vulnerable to extremist ideology and radicalisation. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions and beliefs, including the far right and white supremacy. Our staff are trained to identify those at risk of being radicalised or drawn into extremism.

19.3 As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

19.4 If staff are concerned that a child may be at risk of radicalisation or being drawn into extremism, they should speak to the designated safeguarding lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

19.5 Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

19.6 At St Paul's School we use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

19.7 Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures, advocating violence towards others.
- making remarks or comments about being at extremist events or rallies outside school'
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships;
- secretive behaviour;
- online searches or sharing extremist messages or social profiles,
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others; and
- verbalising anti-Western or anti-British views.

20 Allegations or concerns about staff, including supply teachers and volunteers

20.1 Staff are aware that inappropriate behaviour towards pupils is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of 18.

20.2 We provide our staff with advice regarding their personal online activity and we have clear rules regarding electronic communications and online contact with pupils. It is considered a serious disciplinary issue if staff breach these rules.

20.3 Our Staff Code of Conduct sets out St Paul's expectations of staff and is signed by all staff members to confirm that they have read, understood and will comply with the expectations.

20.4 At St Paul's School we recognise the possibility that adults working in the school or on behalf of the school (including governors, volunteers, supply teachers and agency staff) may harm children.

20.5 Any concerns about the conduct of other adults in the school or those working on behalf of the school should be reported to the Principal without delay (or where that is not possible, to the Designated Safeguarding Lead); any safeguarding concerns or allegations about the Principal should be communicated in writing to the Chief Executive Officer (CEO) of St Thomas Aquinas Catholic Multi-Academy Trust. If an allegation is made against a member of staff, our set procedures must be followed. Our allegations against staff policy and procedure can be accessed on the Trust's website and are summarised in Appendix 3 of this policy.

20.6 Allegations made against staff who no longer work at the school will be reported to the police.

20.7 Safeguarding concerns and allegations against members of staff should be reported whether they take place on the school premises or offsite.

21 Whistle blowing if you have concerns about a colleague

21.1 It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. The Trust's whistleblowing policy, available on St Thomas Aquinas Trust website, allows staff to raise concerns or make allegations about suspected wrong doing and for an appropriate enquiry to take place. If a member of staff reasonably believes they have discovered serious malpractice within the school, ideally they should raise these concerns with their line manager. However, if, for whatever reason this is not possible or appropriate, they should contact the Principal.

If a member of staff suspects that the Principal may be involved in the malpractice, then they should contact in writing to the CEO of The Trust.

21.2 Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

21.3 The NSPCC runs a whistleblowing helpline on behalf of the government, which offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation: Contact details are: 0808 800 5000, email help@nspcc.org.uk.

22 Safer recruitment

22.1 The governing body and our senior leadership team are responsible for ensuring we follow recruitment procedures that help to deter, reject or identify people who might harm children. When doing so we check and verify the applicant's identity, qualifications and work history in accordance

with Part Three of Keeping Children Safe in Education 2020, Part three, Safer Recruitment guidance and legislation and the local safeguarding partners arrangements.

22.2 When using supply staff, we will obtain written confirmation from supply agencies or third party organisations that staff they provide have been appropriately checked and are suitable to work with children. We require a copy of the individual's DBS check before the person is due to work in the school. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

22.3 We ensure that our volunteers undergo a risk assessment, are appropriately checked and supervised in school. We check the identity of all contractors working on site and request DBS checks where required by Keeping Children Safe in Education (2020). Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

22.4 The school maintains a single central record of recruitment checks undertaken, which is monitored for compliance by the Trust. Our recruitment policy and procedures can be accessed on St Thomas Aquinas Trust website.

23 Site security

Visitors are asked to sign in at the school reception and are given a badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site. Visitors who have not undergone the required checks will be escorted at all times.

24 Child protection procedures

24.1 Recognising abuse

24.1.1 Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people.

24.1.2 Keeping Children Safe in Education (DfE 2020) refers to four categories of abuse. These are set out at Appendix 1 along with indicators of abuse.

24.1.3 If a member of staff is unsure about the signs that may indicate abuse, neglect or a mental health issue, they should speak to the DSL.

24.2 Taking action

Any child could become a victim of abuse. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if a child is in immediate danger, call 999;
- record your concern on CPOMS or on the school's safeguarding form if you cannot access CPOMS and report to the DSL as soon as possible.
- share information on a need-to-know basis only and do not discuss the issue with colleagues, friends or family

24.3 If you are concerned about a pupil's welfare

24.3.1 Staff may suspect that a pupil may be at risk. This may be because the pupil's behaviour, attendance or their appearance has changed or physical signs are noticed. In these circumstances, staff will give the pupil the opportunity to talk and ask if they are OK.

24.3.2 If the pupil does reveal that they are being harmed, staff should follow the advice below.

24.3.3 There will be many occasions when a member of staff is concerned about a child and a child does not directly disclose abuse or neglect. If the child does not reveal that they are being or have been harmed, but staff have concerns about the child, they should report this to the DSL immediately (through the process outlined in paragraph 21.2)

24.3.4 Staff, parents and members of the wider community should never assume that someone else will report concerns. Everyone has a responsibility to safeguard children and should always report concerns, however minor.

24.4 If a pupil discloses to you

If a pupil tells a member of staff about a risk to their safety or wellbeing, the staff member will:

- remain calm and not overreact
- allow them to speak freely
- not be afraid of silences
- not ask leading questions
- give reassuring nods or words of comfort - 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not automatically offer physical touch as comfort
- let the pupil know that in order to help them they must pass the information on to the DSL
- tell the pupil what will happen next
- complete a CPOMs report or use the **school's** safeguarding form if you cannot access CPOMS and pass it to the DSL as soon as possible
- report verbally to the DSL even if the child has promised to do it by themselves

24.5 Notifying parents

St Paul's School will normally seek to discuss any concerns about a pupil with their parents. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are notified.

The school will always adhere to the Data Protection Act (2018) and the General Data Protection Regulation (2018).

25 Responding to a safeguarding concern

The DSL will make a decision about the appropriate action to take following a safeguarding concern or direct disclosure. This may include:

- Managing support internally;
- Implementing early help intervention;

- Starting an early help assessment for targeted support; or
- Referring the case or incident to children's social care for statutory intervention.

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

The school follows Keeping children safe in Education (2020) as well as local threshold² and reporting guidance when deciding whether to refer a child to children's social care.

Staff should follow the reporting procedures outlined in this policy by making a referral to the DSL. However, they may also share information directly with children's social care or the police if they are convinced that a direct report is required or if the Safeguarding Lead, the deputies, the Principal or the Chair of Governors are not available and a referral is required immediately.

In the event that a member of staff (who is not the DSL or DDSL) needs to make a referral to children's social care they should:

Leicester	<ol style="list-style-type: none"> 1. Call 0116 454 1004 to discuss concerns 2. Complete a Multi-Agency Referral Form (MARF) 	http://www.lcitylscb.org/what-to-do-if-you-are-concerned-about-a-child/
Leicestershire	<ol style="list-style-type: none"> 1. Call 0116 3050005 to discuss concerns 2. Complete a Multi-Agency Referral Form (MARF) 	https://lrsb.org.uk/uploads/marf-form.pdf

If a member of staff other than the DSL or DDSL makes a referral, they should inform the DSL as soon as possible.

26 Confidentiality and sharing information

Child protection issues necessitate a high level of confidentiality. Staff should only discuss concerns with the Designated Safeguarding Lead, Principal, Chair of Governors or in cases of safeguarding concerns or allegations against the Principal the CEO of St Thomas Aquinas Trust.

26.1 Sharing information

26.1.1 The DSL will normally obtain consent from the parents to share child protection information. Where there is good reason to do so, for example if it is believed that it would put the child at risk, the DSL may share information *without* consent, and will record the reason for deciding to do so.

26.1.2 Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate.

² For more information about local threshold guidance, see <http://www.lcitylscb.org/media/1641/llr-thresholds-document.pdf>

26.1.3 Information sharing decisions will be recorded, whether or not the decision is taken to share.

26.1.4 The GDPR and the Data Protection Act 2018 do not prevent the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Data Protection Officer.

26.2 Storing information

26.2.1 Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. It will be stored and handled in line with the Trust's Retention and Destruction Policy.

26.2.2 Our Confidentiality and Information Sharing policy and the Retention and Destruction policy are available to parents and pupils on request.

27 Special Circumstances

27.1 Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

27.2.1 Schools cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where pupils stay with host families abroad we will agree with the partner schools a shared understanding of the safeguarding arrangements. Our Designated Safeguarding Lead will ensure the arrangements are sufficient to safeguard our pupils and will include ensuring pupils understand who to contact should an emergency occur or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

27.2.3 Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

28 Private fostering arrangements

28.1 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

28.2 A close relative is defined as a grandparent, brother, sister, uncle or aunt and includes half siblings and step parents. It does not include great aunts or uncles, great grandparents or cousins.

28.3 Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when

the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or may be victims of trafficking, child sexual exploitation or modern-day slavery.

28.4 On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

28.5 Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will tell the DSL and the school will discharge its mandatory duty to notify the local authority of the circumstances.

29 Related safeguarding policies

St Paul's governing body's legal responsibility for the safeguarding of the children goes beyond child protection. Their duty is to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies, for instance:

'COVID-19 Outbreak; Safeguarding and Child Protection Addendum (September 2020)

Staff Code of Conduct;

The school's Behavior policy, including drug and alcohol abuse;

First aid and the administration of medicines;

Anti-bullying, including cyber bullying and peer abuse, racist incidents and homophobic behaviour;

Relationships Education, Relationships and sex education and health education;

Equal opportunities;

Physical intervention and restraint;

Special educational needs and disability;

Looked after and previously looked after children;

Complaints procedure;

Work experience and extended work placements;

Acceptable use of IT;

Mobile phone and camera use;

Extended school activities;

STA-CMAT Risk Assessment and relevant updates.

30 Useful contacts

St Thomas Aquinas Catholic Multi-Academy Trust	
Chair of the Trust Board : Sarah Noon	snoon@aquinas-cmat.org
Trust Board Safeguarding Director: Brian Underwood	bunderwood@aquinas-cmat.org
Chief Executive Officer (CEO): Neil Lockyer	nlockyer@aquinas-cmat.org
Director of Safeguarding: Marcella Gillespie	mgillespie@aquinas-cmat.org
Director of Business Services (DPO/H&S/SCR) Antoinette Bouwens	abouwens@aquinas-cmat.org
Leicester City	
One Front Door Duty & Advice (Includes out of hours) das.team@leicester.gov.uk Early Help & Support/ early-help@leicester.gov.uk	0116 454 1004
Children's Safeguarding Unit	0116 454 2440
Leicestershire Police	999 / 0116 2222222
Local Authority Designated Officer (LADO) Jude Atkinson	0116 454 2440
Leicester Safeguarding Childrens Board (LSCPB) http://www.lcityLSCPB.org/	0116 454 6520
Prevent (Advice / Referral) Ailsa Coull – Ailsa.coull@leicester.gov.uk	01164 546 923 07519 069 833
UAVA – United against violence and abuse (Domestic Violence, Abuse between Teenagers and Domestic Violence in BME community) info@uava.org.uk	0808 80 200 28
Forced Marriage Unit fmufco.gov.uk	020 7008 0151
Female Genital Mutilation Helpline fgmhelp@nscppcc.org	0800 028 3550
NSPCC Whistleblowing Advice Line	0800 028 0285

help@nspcc.org.uk	
Leicestershire	
First Response Children's Duty (same day referrals) childrensduty@leics.gov.uk	0116 305 0005
All other referrals including Early Help (Children and Family Wellbeing Services) http://lrsb.org.uk/childreport	
Early Help enquiries and consultation line	0116 305 8727
Prevent Engagement Team prevent.team@leicestershire.pnn.police.uk	
Head of Service-Safeguarding and Performance Service: Kelda Claire	0116 305 9084/0750 768 6100
Local Authority Designated Officer (LADO) Kim Taylor/ Lovona Brown	0116 305 7597
Useful websites and links	
www.thinkuknow.co.uk www.disrespectnobody.co.uk www.saferinternet.org.uk www.internetmatters.org www.pshe-association.org.uk www.educateagainsthate.com www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation	

Appendix 1 - Four categories of abuse

(source: Keeping Children Safe in Education)

It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

1 Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. In fabricated or induced illness (FII), the parent may present the child as ill when they are healthy, deliberately induce symptoms of illness, manipulate test results, or exaggerate or lie about symptoms.

1.1 Indicators of physical abuse

The following may be indicators of physical abuse:

- have bruises, bleeding, burns, bites, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- An injury that is not consistent with the account given
- Symptoms of drug or alcohol intoxication or poisoning
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

2 Emotional abuse

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

2.1 Indicators of emotional abuse

The following may be indicators of emotional abuse:

- The child consistently describes him/herself in negative ways
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Inappropriate emotional responses, fantasies
- Self-harm
- drug or solvent abuse
- Running away
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis

3 Sexual abuse

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

3.1 Indicators of sexual abuse

The following may be indicators of sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Aggressive behaviour including sexual harassment or molestation
- Reluctance to undress for PE or swimming
- Anal or vaginal discharge, soreness or scratching
- Bruises or scratches in the genital area
- Reluctance to go home
- Refusal to communicate
- Depression or withdrawal
- isolation from peer group
- Eating disorders, for example anorexia nervosa and bulimia
- self-harm
- substance abuse
- acquire gifts such as money or a mobile phone from new 'friends'

4 Neglect

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

4.1 Indicators of neglect

The following may be indicators of neglect:

- Constant hunger or stealing, scavenging and/or hoarding food
- Frequent tiredness
- Frequently dirty or unkempt
- Poor attendance or often late
- Poor concentration
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones or to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is left at home alone or with inappropriate carers

Appendix 2 – Role of the designated safeguarding lead

(source: Keeping Children Safe in Education)

Annex B of Keeping children safe in education 2020, outlines specific responsibilities of the DSL: a member of the leadership team; takes lead responsibility for safeguarding, which is explicit in their job description; has been given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, take part in strategy discussions and inter-agency meetings and/or support other staff to and contribute to the assessment of children. The detail of their responsibilities is set out below:

Manage referrals

The designated safeguarding lead is expected to:

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

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher/principal or principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The designated safeguarding lead should:

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection file

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

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

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Appendix 3 – St Thomas Aquinas Catholic Multi-Academy Trust Protocols for managing allegations or safeguarding concerns about staff, including supply teachers and volunteers

Introduction

These protocols follow the statutory guidelines for dealing with allegations of abuse made against a person who works with children, as set out in:

Part Four: Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers (Keeping children safe in education, September 2020)

The guidance should be followed where it is alleged that any current member of staff, including a supply teacher or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. *

* This additional point from KCSiE 2020, refers to transferable risk: where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home, and no children were involved. Following the guidance, St Paul's School will consider what triggered these actions and whether a child in school could trigger the same reaction, thereby being put at risk

The protocols apply regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

The school will deal with any allegation of abuse against a member of staff, supply teacher or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement in line with the guiding principles of statutory guidance.

The school, together with children's social care and/or police, where they are involved, will consider the impact on the child concerned and provide support as appropriate. This will be done in liaison between the agencies in order to ensure that the child's needs are addressed.

Action Staff members must take if they are concerned or receive an allegation that a member of staff, supply teacher or volunteer poses a risk of harm to children.

- The staff member must report the concern or allegation in writing (signed and dated) to the Principal.
- If the concern/allegation is about the Principal, the staff member must report this in writing to the Chief Executive Officer (CEO) of St Thomas Aquinas Catholic Multi-Academy Trust: Neil Lockyer, nlockyer@aquinas-cmat.org)
- The Principal/CEO will then follow the procedures set out below, as appropriate.

Procedure for dealing with allegations

In the event of an allegation that meets the ‘harm’ criteria (page 1), the case manager (the Principal, or where the Principal is the subject of the allegation, the CEO of the CMAT) will take the following steps:

- Immediately discuss the allegation with the Local Authority Designated Officer (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services.
- Where the member of staff is a supply teacher, the school will ensure that any concerns or allegations are handled properly. We will always liaise with the LADO to ensure a suitable conclusion is reached and involve the supply agency in the process.
- The case manager may, on occasion, consider it necessary to involve the police before consulting the LADO– for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the LADO as soon as practicably possible after contacting the police.
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.

Local Authority Designated Officer (LADO) Contact Details

Leicester City	0116 454 2440	Lado-allegations-referrals@leicester.gov.uk
Jude Atkinson	07736461970	
Leicestershire	0116 305 7597	CFS-LADO@leics.gov.uk
Kim Taylor/Lovona Brown		